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ABSTRACT

This guide is designed to be used in developing and improving school library media programs and in teaching students how to use the library. Topics covered include: general philosophy; specific goals; roles and responsibilities; resources needed; creating a library media center; curriculum (including a brief scope and sequence of library skills); public relations ideas; hints for lettering bulletin boards, posters, and signs; bulletin board ideas; evaluation tools; suggestions for what to include in print and nonprint media collections and in equipment collections; a suggested reading list for media personnel; a bibliography of library skills resource books; a list of sources of free and inexpensive materials; a directory of publishers, producers, and suppliers of print and nonprint media; and a bibliography of school library media center guides. More than half of this guide comprises curriculum for teaching library skills to elementary and secondary students. Objectives, activities, and worksheets for instruction in the following areas are provided: locating materials; care of materials; circulation procedures; reading for enjoyment; assisting in the media center; parts of a book; card catalogs; the Dewey decimal system; reference materials; outlining; audiovisuals and equipment; periodicals; reading enrichment; and book annotations. (DC)

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A LIBRARY MEDIA GUIDE FOR VERMONT SCHOOLS

Published by:
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FOREWORD

by Joan Battey, School Media Coordinator

Information - its use and control will be key factors in the success of today's student in tomorrow's world. Information is being collected, organized and used in school libraries and media centers throughout the world. It is not the facility itself which is of greatest importance, but it is the knowledge and understanding of how information can serve the needs of people which is of highest priority.

This manual, "A Library Media Guide for Vermont Schools" is designed to be used in many ways. It is hoped that this guide can be used by school board members in understanding the role of a library media center program; by administrators, in planning for adequate services to children and young adults; by professional media directors in improving programs already in place; and particularly for those small schools searching for reasonable answers to what at times seems to be an unsurmountable problem. All of these groups should find some portion of this work to be of assistance.

We have used this particular format in order that the material can be placed in a loose-leaf binder, and thus can be easily added to and deleted as the future dictates. As new positions and goals are evolved, they will be put in a similar format. Nothing remains static; and change must be considered. The ideas and suggestions found in these pages are not to be considered mandates or law, but as helpful guidelines for those working with our children and young adults in Vermont schools. In looking to the future, we must build on the strengths already found in our school library media centers; be creative and constructive in those situations where growth and creativity are demanded; and provide Vermont students with the skills they will need as adults.

Many persons were interviewed, visited and consulted around the state in order to discover what was happening with students in schools as they searched for information and answers. Our thanks go to all of them for their ideas, their concerns and their time. Without them, this handbook would never have been done. To the following schools and individuals our sincere appreciation:

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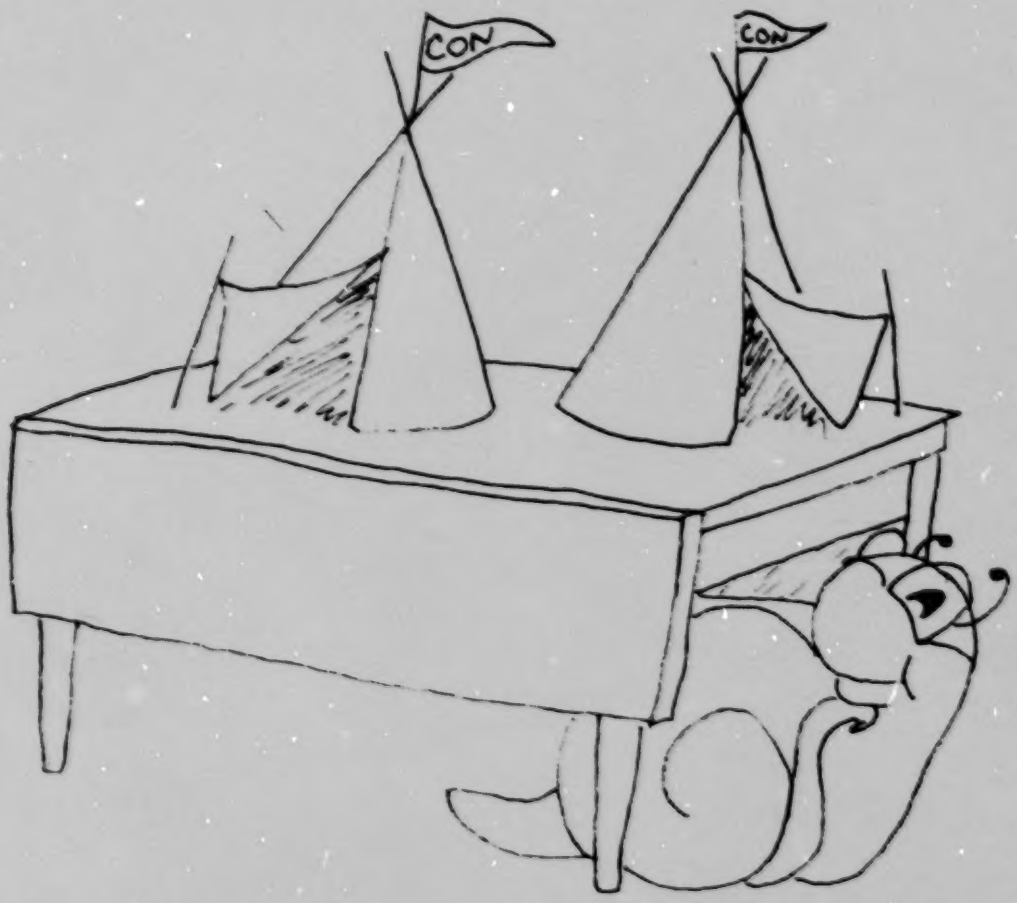


THE SCHOOL LIBRARY MEDIA CENTER

GENERAL PHILOSOPHY

The role of the library media center should be to provide the resources to support the educational plan of the school. The center should aid in the development of the abilities and knowledge of the students and teachers in conjunction with classroom experiences and individual interests. It should introduce students to the concept of life-long learning. Students should learn how information in its varied formats can be retrieved for use. A comprehensive program of instruction in the use of these resources is essential.

SPECIFIC GOALS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Each school library media center program has additional responsibilities in its service to the school population. These responsibilities include:

1. Offering a comprehensive collection of multi-media materials on many ability levels. (See Appendix A for suggestions.)

2. Offering that collection in an area with easy access for all students.

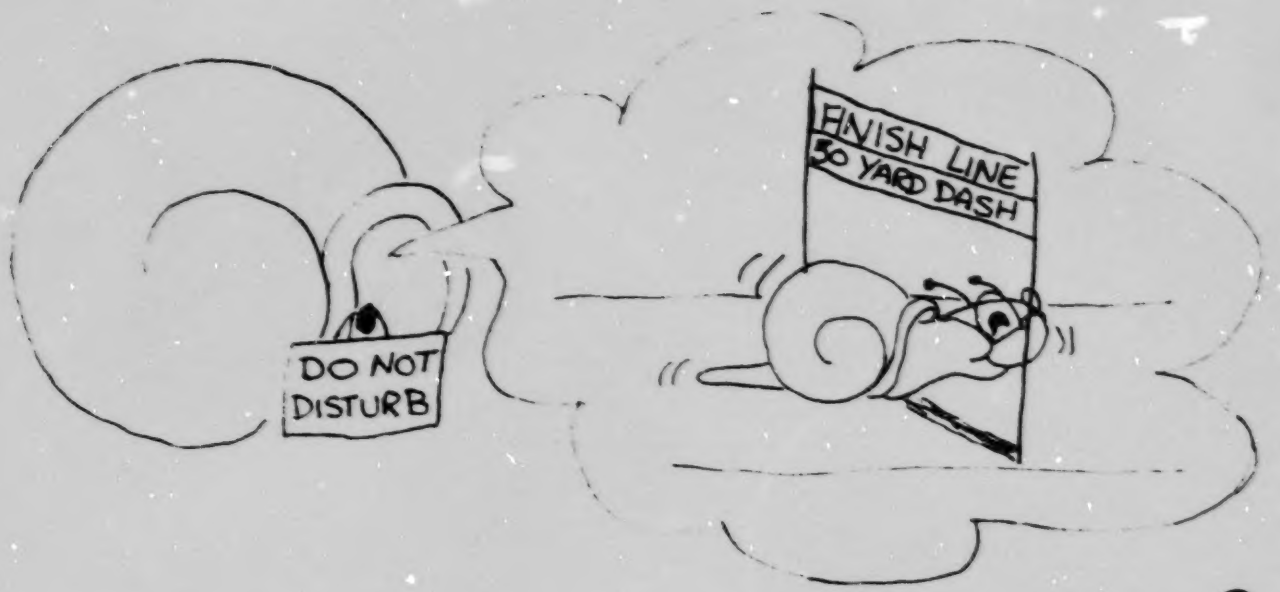
3. Ascertaining that materials are organized in a way to ensure easy retrieval and use.

4. Teaching the skills for effective use of the library media center.

5. Aiding students to develop an understanding and appreciation of the world in which they live.

6. Assisting students to acquire an attitude of inquiry and curiosity.

7. Urging students to use other sources of information in the community.



ROLES AND RESPONSIBILITIES

THE SCHOOL BOARD

The local school board has the responsibility of being aware of the role of the library media center and lending its support to its development and use in the school and community.

Members of the community and/or the staff members of the school should meet with members of the school board and explore the desirability for a library media program in any given school. The group proposing the program should have concrete plans for setting up the center. Suggestions are given in the following pages.

THE SUPERINTENDENT

The superintendent should actively support the media center and urge the teachers, students and the community to promote its use.

The school board, after reviewing the plans brought to them, will instruct the superintendent to implement the program. The superintendent might have been the one to have suggested the library media center. In any case, the superintendent will have some expertise in the area of staffing.

THE PRINCIPAL

The principal must support the concept of the library media center as an integral part of the total school program and should encourage the staff to utilize the library media center for class work and for professional growth.

The principal should meet with the interested group of staff members and/or school community members and discuss the location of the library media center, its part in the school curriculum and its administration. If there is no school principal then the staff as a whole should be involved in the initial planning. Following approval by the board an individual staff member should be identified to direct the effort of creating the library media center.

THE MEDIA PERSONNEL

The media personnel must exhibit dedication to service in developing and coordinating a collection which will support and enrich the instructional program of the school.

Once the decision to have a library media center is made, the superintendent should define the work of the person who will operate the center. The job description list might include preparation of a budget, selection of print and non-print materials, processing that material (i.e. cataloging and arranging), circulation and inventorying those materials as well as teaching some library and media skills. The media personnel should work closely with the entire school staff to support the instructional program of the school, and to provide materials to enrich and expand the curriculum.

THE TEACHER

The classroom teacher should work closely with the library media personnel to ensure maximum service to students.

The library media personnel should meet frequently with each teacher so that they can work together to provide the best service to the pupils. Teachers should let the library media center know of any unit of work planned, so that the center can arrange for sufficient and varied materials for any group. As an example, when a classroom teacher is planning to have a class prepare reports, the media personnel should be ready to assist in the skills of note-taking, outlining, use of reference books, and magazines indexes. Audio-visuals should be available where needed.

STUDENTS, PARENTS AND COMMUNITY

Students have the responsibility to learn how to make maximum use of the library media center. The center should receive the support of members of the community, and should be available for use by the community.

The library media center will provide materials for students to acquire library and media skills. Pupils will receive instruction on how to use these materials, but it is the responsibility of each student to make the best use of these skills for himself.

Ideally the library media center should be available for use by the community members. It should not duplicate public libraries, but it should be part of the total media program available for use by the community.

RESOURCES IN A SCHOOL LIBRARY MEDIA CENTER

INTRODUCTION

The media program has the potential for providing pupils with equal opportunities for individual instruction to meet their needs. To fulfill this potential it becomes evident that a media center cannot be merely a collection of materials. A single school library media center is only one part of a network of school and public libraries. The complete network must provide competent personnel, adequate materials(both print and non-print) audio-visual equipment, and acceptable facilities which will result in a comprehensive program of instruction for the education of all students.

PERSONNEL

The staff necessary for a library media center depends a great deal on the commitment the administration makes to the center. Vermont, at this time, has no set standards except to require certified professional library staff at the secondary level. However a number of elementary schools have, or are in the process of getting, certified professional media personnel to ensure a quality program. It becomes evident then that the staffing of the elementary library media center is at the discretion of the local school board.

A school with a student body of over 200 will probably need one aide in addition to the certified professional. A school with over 500 students will need additional professionals and additional aides.

FACILITIES

The library media center should be large enough to accommodate at least ten percent of the school population or a minimum of one class with tables and chairs for that number. There should be room for sufficient book stacks or bookcases for the collection to expand as it become necessary. The sizes of all of these furnishings will depend on the school population-primary, intermediate or young adult. Some schools will need to meet all these needs.

Media centers should be easily reached by all students and faculty. The area should be comfortable, well lighted, and insulated from intruding noises. Attractive decor in color and furnishings is a necessity. An adjacent office, a workroom and a storage area are useful for efficient operation. A central location for a card catalog is a necessity. The library media program will dictate the need for other facilities, i.e. a darkroom, instructional television center or a micro computer facility.

MATERIALS

The media materials must support the educational philosophy of the school. The materials shall consist of carefully selected print and non-print items which will meet the individual learner's needs and will support the requirements of the school curriculum. The materials should be chosen following a carefully

formulated policy of selection which has been accepted by the media personnel, as well as the faculty and administration, and has been formally adopted by the school board. For information on selection and procedures see Selection Guide, a pamphlet published by the Vermont Department of Education and ESEA Title IV-B, Division of Federal Assistance, 1981.

When a collection is being built some general considerations should be made: (See Appendix A for specific recommendations.)

1. Is there a comprehensive reference collection?
2. Are there materials available in scope and depth to meet needs and to provide enrichment of the instructional program?
3. Are there all types of materials needed for instruction?
4. Are there materials in sufficient numbers for leisure use and for professional use?

EQUIPMENT

In a library media center the collections of soft ware (filmstrips, tapes, etc.) and the equipment - (hardware) are interdependent. An ample supply of accessible, well-maintained equipment is essential. Acquisition of audio visual equipment supplies is most efficiently done through the media center to avoid expensive duplication and to ensure economy in purchase and repair. (See Appendix B for specific recommendations.)

Selection of equipment should meet criteria much as material selection does. Such criteria might include:

1. Will this equipment contribute substantially to the instructional needs of the teachers and students?
2. Is the cost of the equipment in question justified by enough quality materials available to use with it?
3. Is the equipment technically sound, durable, and easy to maintain and repair?
4. Can the equipment be easily and safely used by the media staff, teachers and students?

CREATING A LIBRARY MEDIA CENTER

PERSONNEL

Professional media staff should be employed wherever possible. There are several ways to make maximum use of such professionals. A local school district with several small elementary schools might have at least one professional media person serving these schools. In the same manner supervisory districts with a number of small schools might employ a person trained in library and audio-visual skills to direct the media program of the various schools.

If, for these smaller schools, it is impossible to employ a fulltime professional, part-time employment or a job sharing program might be considered. At times volunteers with some professional media background might assist in the creation and operation of a media center. Since the person in charge of the media program is the single most important factor in that center, the volunteer or aide should have some guidance from professional personnel.

FACILITIES

The place chosen for the media center should meet certain criteria, i.e.

1. Is it centrally located?
2. Is it easily accessible to the total population of the school?
3. Does it provide an inviting atmosphere?
4. Is it conducive to study by being away from distracting noises?

MATERIAL

The person who is developing a school library media center will first think of a supply of library books. If all the fiction, non-fiction, picture and reference books, (this excludes text books) in a school were to be placed in one easily accessible spot, the beginnings of a library media center would exist.

With a little ingenuity, this core collection can be expanded. The Department of Libraries can help by lending books through the regional library nearest the school. The local librarian may be a source of valuable suggestions. Local clubs or societies will often donate funds if the need is made known. Parents and community members may donate old books or books they no longer need for a book sale and the proceeds may be used for the purchase of new books. Older students may have books for young readers which they will donate. Food sales and other money making activities can be organized. The needs of a library media center must be made clear to a community, and community involvement is of utmost importance.

A library media center must be able to circulate its materials by checking books and other material in and out of the media center. It maintains a record of circulation (lending) and assists in locating materials when necessary. Inside the back cover of each book is a pocket and a card. The card is signed

and the book is stamped or marked each time the books is borrowed. The card is left in the center and filed so that at any time the library media center personnel can determine where each book is. The same applies to audio-visual equipment which is usually signed out on larger file cards kept near that equipment. It follows that the area for signing out books and materials needs a centrally located desk or table where pencils, stamps and a file box may be placed. This area is also used when materials are reshelved.

Each book and each piece of non-print material is assigned a call or identifying number. In the case of non-fiction books, this number is a Dewey Decimal number assigned because of its subject content. If the book is fiction, the call number will indicate this. Often call numbers indicate whether the book is for the very early reader by using the letters E or P. These call numbers are placed on the spine of each book and must correspond to the number on the catalog card.

In the case of non-print material such as filmstrips, a Dewey Decimal number may be assigned, or an accession number in the order of acquisition may be used as the identifying number. The shelving of books, and the placement of non-print materials then becomes an orderly process by placing all non-fiction in numerical order, all fiction in alphabetical order by the author's name, and all non-print in numerical order according to the system used.

A card catalog is the index to the collection. It consists of the title card, author card and subject card for each book, filmstrip, tape, etc., in the collection. These cards are 3 X 5 cards which may be purchased already printed from publishing companies, or which may be typed by a worker with a little training as to proper form. These cards are all arranged in alphabetical order in one continuous file. These cards make up the card catalog which enable a student to locate the material desired. A small inexpensive metal or cardboard file can be used as a card catalog.

Subscriptions to newspapers and magazines may be donated by parents and citizens with a real interest in children's education. A vertical file is a collection of clippings and pamphlets which may have future use in research by students. This file can be developed from newspaper and magazine clippings.

Most classroom teachers know how to make transparencies. If these are kept in a central place and cataloged for retrieval, they can be used and reused.

Films and filmstrips may be borrowed or rented inexpensively. The person in charge of the center will want to use several sources. (see Appendix.) The need for cooperation with other schools as well as the public library is imperative in a rural state such as Vermont.

A good up-to-date encyclopedia is a must. Since encyclopedias are expensive, a school often must be creative in raising funds for such a project. Some ideas that have been used include a commercially sponsored book fair, a locally run book sale, and a raffle. (See Appendix - Directory of Suppliers.)

EQUIPMENT

Sharing expensive, but less frequently used, audio-visual equipment should become standard practice.

Often there will be a community member willing to work with children in the area of simple photography. Film is available for most cameras in the 35mm size useful for slides and filmstrips.

Cassette recorders/players are inexpensive and are readily available. Blank tapes are not expensive and they are reusable. When purchasing such equipment as this, it may be more economical if several schools can purchase in quantities. The schools within a supervisory district, or even a total town school district, which may include both elementary and secondary schools, may be able to get a better price when buying in quantity than if each school were to purchase a small order. This take cocperative effort, but the monetary rewards make it worth while.

A basic list of audio-visual equipment should include these in each school regardless of size:

1 over head
1 16mm projector
1 filmstrip projector
1 tape recorder
1 radio
1 record player
1 projection screen
1 TV set if signal is receivable

CURRICULUM

A library media program does not have a curriculum of and for itself. It does, however, support the total curriculum of the school. It provides materials:

1. To enrich the school curriculum
2. To encourage students to greater learning
3. To assist other members of the staff

The program can provide multi-media items which enable a student to learn in varied ways. These items may be presented in varied forms: print, non-print and realia.

In library media centers students are encouraged to learn and use library skills. Some of these skills are taught in classroom experiences. Some are taught by the personnel in the media center. All of these skills enable the user to fulfill his potential as a student.

By providing professional books and magazines, the center encourages the total staff to use the materials for their own growth. This results in well-informed teachers using newer and better methods of teaching. In turn this encourages better learning by the students.

Library media instruction starts when a teacher presents a student with a first book, picture or crayon. These first tools are but the beginning of the total world of audio and visual communication. Basic abilities and skills should be introduced early and reinforced at all levels of the educational system. Classroom teachers and library media personnel share the responsibility to insure that students are provided opportunities to acquire the following:

1. Awareness of libraries, their purposes, use, and availability.
2. Knowledge of the organization of information in a library media center.
3. Knowledge of books; how to use and care for them; their components.
4. Exposure to a variety of authors, illustrators and formats of books.
5. Knowledge of audio-visual aids: filmstrips, cassette tapes, transparencies, as well as use and care of these aids.
6. Opportunity to operate audio-visual equipment.
7. Skills in finding current information and locating materials in periodicals by using indices such as the Abridged Reader's Guide.
8. Skills in presenting information in logical and sequential order.
9. Skills in note taking, outlining, alphabetizing and preparing a bibliography.
10. Skills in locating specific information by using reference books such as encyclopedias, dictionaries, almanacs and others.
11. Skills in listening to gather information from audio presentations.

The skills are of varying difficulty and must be introduced and reviewed in grades K-12. A suggested guide for introducing these skills follows; however, each school should adapt this guide to meet its own needs and resources.

SKILLS ARE INTRODUCED	THE SKILLS	SKILLS ARE TAUGHT AND REVIEWED IN GRADES:
Grades 1-2	Selecting suitable books Care of books Checking books in and out Citizenship in the library Listen to tapes and recordings Use study prints	K 1 2 3 4 5 6 7 8 9 10 11 12
Grade 3	Community libraries Parts of the book Alphabetizing Card catalog Magazines for this age group Arrangement of books in the library Use filmstrips and viewer Record on tapes	3 4 5 6 7 8 9 10 11 12
Grade 4	Dewey decimal classification Dictionary (abridged) Encyclopedia Maps and globes Index and table of contents Taking notes and outlining (simple form) Making a bibliography Information file Photography Slide/tape production Use micro-computer	4 5 6 7 8 9 10 11 12
Grade 5	Atlases Telephone directory Unabridged dictionary Produce transparencies Produce maps and charts	5 6 7 8 9 10 11 12

SKILLS INTRODUCED	THE SKILLS	SKILLS ARE TAUGHT AND REVIEWED IN GRADES:
Grade 6	Writing a research paper Almanacs Produce video-tape Use 16mm projector	6 7 8 9 10 11 12
Grade 7	Study-type reading Learning to skim Making a summary Newspapers Reader's Guide to Periodical Literature Dark room procedure Prepare a video-tape interview	7 8 9 10 11 12
Grade 8	Special reference books (biographical dictionaries, thesaurus, poetry index, books of quotations, geographical dictionaries, etc.)	8 9 10 11 12
Grade 9-12	Reinforcing and expanding skills learned	9 10 11 12

LOCATING MATERIALS IN THE LIBRARY

OBJECTIVES

To familiarize students with areas within the center

To locate specific types of materials

ACTIVITIES

Grade K-1

Bring one or two children at a time to the center. Show them the picture book section and read a story to them. Return with them to their classroom, making sure they note the way. On a second or third trip the child should be able to make his way independently. When a child is ready to borrow a book, instruct him in the method used. See suggested letter to go home with first borrowed book.

Grade 3

Introduce areas of reference, biographies, non-fiction, fiction, etc.

Grade 5

Review location of items in the library using a diagram.

Grade 7

Introduce new students to the center by having them draw a map of the area free hand.

Grade 9

Review for previous students. An introduction for new students might include drawing the center to scale by teams of 2 or 3 students. (Provide measuring devices in either metric or regular scale.)

Small group instruction suggestions. Divide the class into four groups. Each group study in turn:

1. Library Skills Reinforcement
2. Adolescent Health Issues
3. Self-awareness
4. World-awareness

This calls for a cooperative effort among faculty and administration.

SAMPLE: INTRODUCTION TO LOCATING MATERIALS

KINDERGARTEN VISIT TO THE LIBRARY

PURPOSE:

To introduce the librarian and the room called "the library" to the kindergarten class.

MATERIALS NEEDED:

Bulletin board "Welcome" display planned for this visit.

Attractive copies of "old favorities" displayed:

The Tale of Peter Rabbit
The Three Bears
The Three Little Pigs
The Three Billy Goats Gruff
Several Mothers Gosse books

A new book --- a story not known by the children.

THE CLASS SESSION:

This important introduction to the library should be carefully planned so that it will be a pleasant and memorable occasion.

As the children take a guided tour about the room they will be awed by the many books on the shelves and delighted to find an area ready and waiting for them where they can sit quietly to hear a story and enjoy the pictures from a new book.

Point out the appearance of the pretty new book with pride and stress the importance of clean hands to keep books looking like new for a long time.

Enjoy the story.

Call attention to the way you turned pages from the top, preventing the tears that happen when pages are improperly turned from the bottom.

Challenge the children to remember these two important rules...clean hands and proper turning of the pages...when they look at books at home or in the kindergarten room or in the library.

Dismiss the class with an invitation to return another day to hear another story.

FOLLOW-UP:

Teacher-librarian cooperation in teaching children to handle books correctly.

Children may each bring a book from home to make a library in the kindergarten room.

Sample of a letter to be sent home when a young student first borrows a book:

Dear Parents:

Today I am bringing home a book from our school library. I can keep it for one week. Will you help me with these things:

1. Read the book with me and let me tell you about the pictures.

2. Help me find a place where I can keep my library book so it will not get lost or damaged.

3. Remind me to have clean hands when I read.

4. Send the book back to the library to mend if it is accidentally damaged while it is charged out to me. Please do not mend books at home.

5. Remind me to return books on time.

But best of all, enjoy books with me. Have fun discussing the parts of the story I liked best. Thanks to you for helping me. I think it's lots of fun to read with you.

Love,

SAMPLE WORKSHEET

LOCATING MATERIAL

On the library shelves, locate a book with each of the following call numbers. Write the title (name) of each book after its call number.

Maz _____

385
Aul _____

974
Hil _____

SC
Fen _____

92
Sea _____

Dur _____

Ref
510.3
Ben _____

910
Hey _____

Bri _____

410
Daw _____

Fra _____

630
Ben _____

Yep _____

Ref
803
B _____

Mer _____

170
Gol _____

92
For _____

Uri _____

SC
Che _____

Ref
410.3
Pei _____

915.1
B _____

Rab _____

510
Bak _____

Kat _____

CARE OF MATERIALS

OBJECTIVES

To teach good library citizenship

Enter and leave the area quietly
Respect the rights of others

ACTIVITIES

Write rules for the center with students

Student folder for younger students. This may be made in the classroom or in the library. Fold a 24 X 12 sheet of construction paper to form a 12 X 12 folder. On left inside page fasten a list of possible media center activites, i.e. reading, listening, setting up exhibit, using filmstrip, computer, etc. On right inside page fasten a copy of rules for using the center. On the front outside of the folder attach a sheet which has columns for date, activity for that visit, and space for the librarian to initial at the close of the activity. Student and classroom teacher fill in first two columns before each visit.

OBJECTIVES

To teach the care of media materials

Proper care of books
Proper care of audio visual material and equipment

ACTIVITIES ON THE CARE OF BOOKS

Transparencies showing how to care for books
Puppets to show same
Skits
Slide show

ACTIVITIES ON THE CARE OF NON-PRINT MATERIALS

Demonstration by media personnel
Student demonstration for younger students
Slide/tape presentation on proper use of different pieces of equipment

CIRCULATION OF MATERIAL

OBJECTIVES

To teach circulation procedures

ACTIVITIES

Demonstration featuring borrowing procedures such as signing cards and stamping books. Also feature returning procedures.

Student instructors
Slide or slide/tape presentation
Have an area in the center for a fun activity i.e. a trunk containing clothes for "dressing up" or a special place to read i.e. a tree house, a bathtub. After choosing a book students may go to this area.
Have a special treat for the classroom (Grades K-6) or person (Grades 7-12) who returns the most overdue books on a specific day or week. Have no losers, however!

READING FOR ENJOYMENT

OBJECTIVES

To introduce good literature
To improve capacity to read
To encourage reading for enjoyment

ACTIVITIES

K-3

Storytelling times
Reading to pupils

4-8

Book talks by the librarian
Student book talks
Dorothy Canfield Fisher Award Unit
Drama
Book club
Reading contests
Meet an author
Write a story for younger grades
Book Week activities
National Library Week activities
Holiday reading and activities
Prepare a special reading list and evaluation of material for students reading two or more years above grade level.
To encourage reading a variety of books, make a classroom bookworm by attaching shapes of colored paper together to form a worm. Each color designates a type of book, i.e., red for fiction, blue for biography, etc. Each reader enters his name and title of the book on his paper. This enables the teacher or librarian to evaluate the scope of student reading.
Introduce author sketches as seen on dust jackets. Have students prepare a sketch of an author for a book with no jacket.

9-12

Independent writing program for students showing special interest in reading. Work can be in the area of poetry, short story, etc.

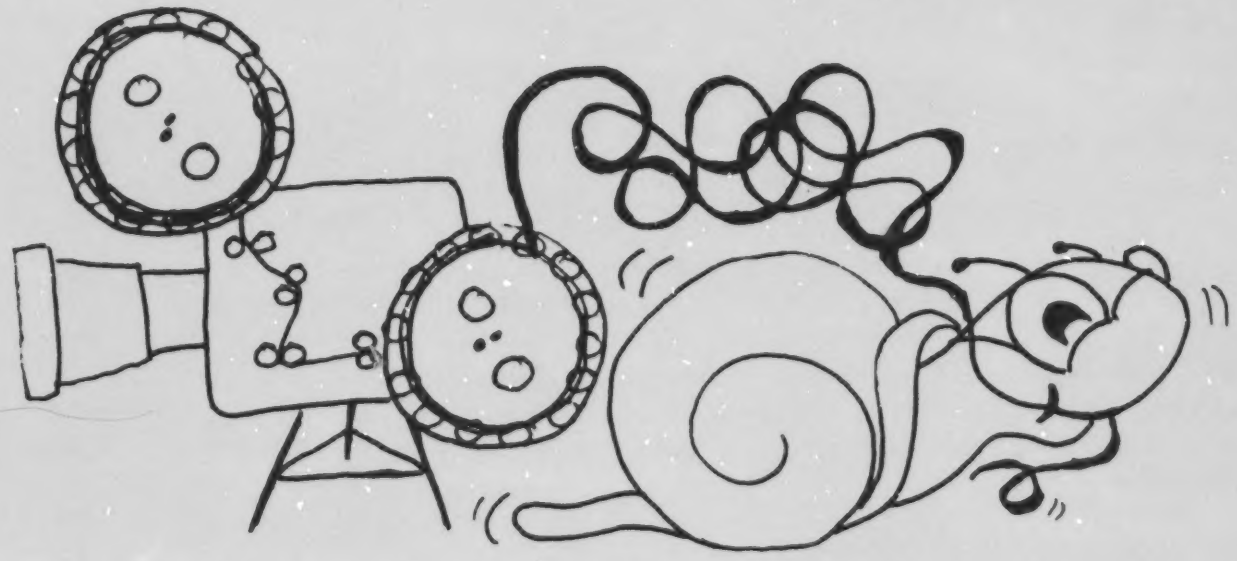
ASSISTING IN MEDIA CENTER

OBJECTIVES

To teach pupils to help in the media center

ACTIVITIES

Enlist student aides
Older students help younger ones find material
Student storytelling for younger ones.
Assist in distributing, retrieving, and operation of hardware.



PARTS OF A BOOK

OBJECTIVES

To provide an awareness of the production of a book
To develop an awareness of illustrations in books and to discover diverse ways of illustrating
To familiarize students with sections of a book:
- cover
- spine
- front piece
- title page
- table of contents
- introduction
- appendix
- glossary
- index
- bibliography

ACTIVITIES

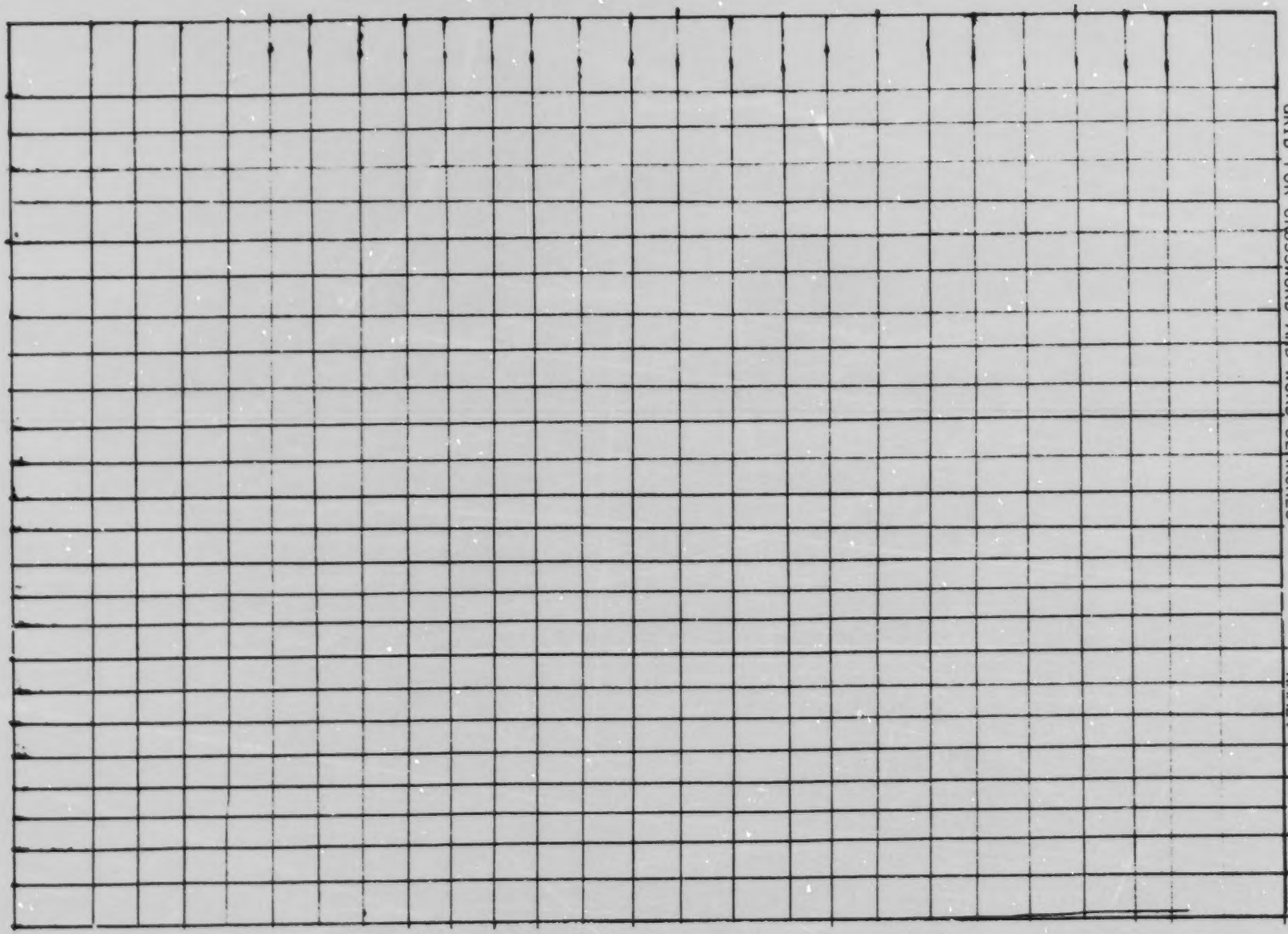
Grades K-4

Introduce these sections as needed
Have students compare illustrations
Students choose a favorite illustrator and find out about him/her
Invite an illustrator or an artist
Have students illustrate a story read to them

Grades 5-8

Visit a printer or bindery to see a book or booklet made
Procure some galley sheets for class
Make a book for the library
Meet an author, illustrator, editor, etc.
Compile and compare dedications - write one for an imaginary book written by students
Suggest students judge a book by examining its parts: name of author, preface, table of contents, illustrations and copyright date.
Do a unit on copyright - its meaning, how obtained, etc.
Students prepare word searches or crossword puzzles

SAMPLE FOR STUDENT USE IN CREATING WORD PUZZLES

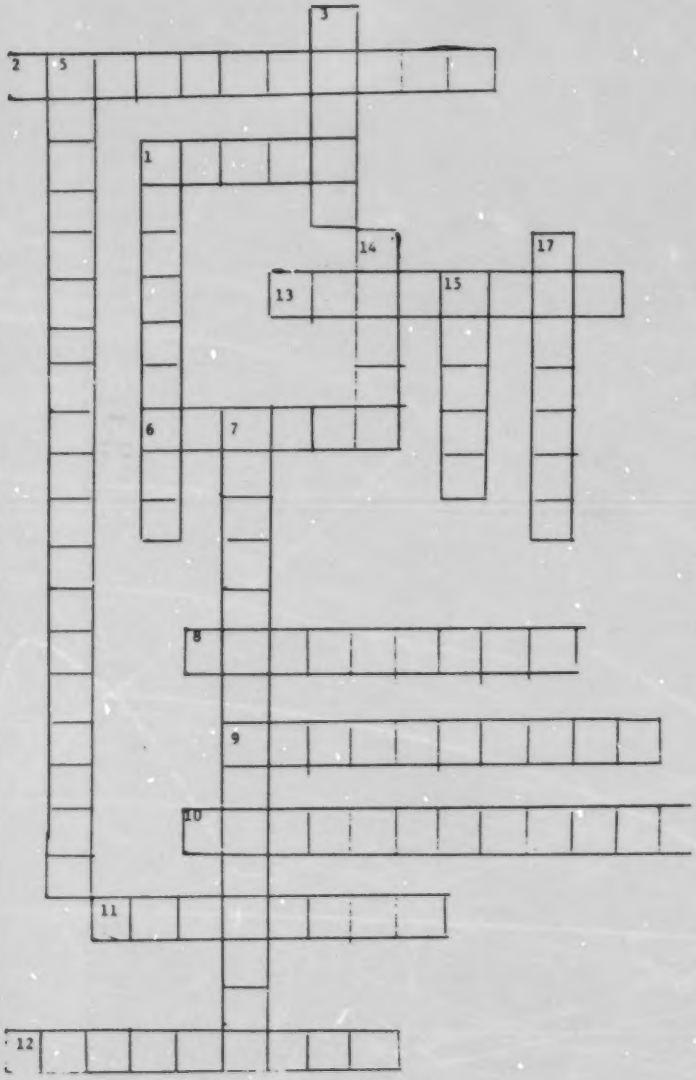


GRID FOR CROSSWORD AND WORD SEARCHES

NAME:

SAMPLE WORKSHEET

CROSSWORD PUZZLE - PARTS OF A BOOK



ACROSS

1. Name of book
2. Person who drew pictures
6. Person who wrote book
8. Date of publication
9. Book address
10. Tells something about book
11. Unnecessary additional information
12. Person who prints and sells
13. A mini dictionary

DOWN

1. Page with publication date
3. Things you read
5. List of pictures in a book
7. List of chapters
14. Outside of book
15. Back of book
17. Same as introduction

SAMPLE WORKSHEET

PARTS OF A BOOK

Listed are the parts of a book that we just talked about, but they are a little mixed up. How fast can you straighten them out?

evroc

biphusrel

nepis

gyprotich

lacl bumner

nixed

speag

belta of snenttoc

litte geap

rohuat

telit

SAMPLE WORKSHEET

PARTS OF A BOOK

Choose 1 fiction and 1 non-fiction book from the shelves and complete the following:

I. A non-fiction book

Author _____

Title _____

Place of Publication _____

Publisher _____

Copyright date _____

Does it have
a table of contents _____

a list of illustrations _____

a foreword/preface _____

a glossary _____

an index _____

II. A fiction book

Author _____

Title _____

Place of publication _____

Copyright date _____

Does it have
a table of contents _____

a list of illustrations _____

a foreword/preface _____

a glossary _____

an index _____

SAMPLE WORKSHEET

PARTS OF A BOOK

Choose a non-fiction book and see if you can find the answers to the following:

1. What is the title of the book?
2. What is the author's name?
3. By whom was the book published?
4. Where was it copyrighted?
5. When was it copyrighted?
6. Is it illustrated?_____ If so by whom?
7. How many chapters does the book have?
8. Is there a foreword, preface or introduction?
9. Is there a glossary?
10. If there is an index, on what page does it start?
11. How many pages does the book have?
12. If there is a bibliography, how many books are listed?

SAMPLE WORKSHEET

PARTS OF A BOOK

A. Appendix
B. Bibliography
C. Copyright page
D. Cover
E. Foreword/Preface/Introduction
F. Glossary
G. List of Illustrations
H. Index
I. Flyleaf/end papers
J. Table of Contents
K. Title Page
L. Spine

To find the answers to these questions, you would look in what section or part of a book? Place the letter of the answer in the blank.

1. Does this book contain up-to-date information?_____
2. What is the meaning of a technical word which may be new to you?_____
3. How many chapters or units does this book contain?_____
4. What does the author hope we will learn from this book?_____
5. What do you probably notice first about a book?_____
6. Where would you find the title, author's name, publisher and place of publication all on one page?_____
7. Where would you find a completely blank page?_____
8. You need to put this book back on the shelf. Where do you find the call number?_____
9. Where might you find extra information such as a chart, a map or a table not in the main part of the book?_____
10. Where would you be able to find out if this book has a map in it?_____
11. In what part of the book will you find a list of sources the author used to write this book?_____
12. Where would you look to find out if this book has information about a specific person or subject?_____

SAMPLE WORKSHEET

INDEX NAME_____

Imagine that you are using the index on this page to find information on each topic of the questions at the bottom of the page. In the blank following each topic, write the numbers of the page or pages on which you would expect to find information for that topic. Look up the cross-reference, but write only the numbers of the pages that offer additional information on that topic.

BURNS. See WOUNDS.

EMERGENCIES. Choking, 152: fainting, 149: nosebleed, 153-154

SHOCK, 150. See also WOUNDS.

EYES, care of, 117-119; injuries to: 120. See also WOUNDS.

FIRE, care in using, 74-76; dangers of, 70-73; how to report, 77; putting out, 78-79

FIRST AID, contents of kit for, 124-125, 127; meaning of, 122; stations, 123. See also EMERGENCIES

HOME SAFETY, in basements, 188, 194; in bathrooms, 190-192; in kitchens, 187; in using electricity, 196-198; in using gas, 197; on stairways, 189.

ICE SKATING. See WATER SAFETY.

INSECT BITES AND STINGS, dangers of, 208, treatment of, 209-211. See also WOUNDS.

NOSEBLEED. See EMERGENCIES.

SUNBURN. See SUNSHINE.

SUNSHINE, importance to health of, 58-60; injuries from too much, 61-65; proper enjoyment of, 66.

TRAFFIC RULES, for bicycles, 131-132; for cars, 128-130; concerning buses, 133, 137; for crossing streets, 134-135; for walking on highways, 136

WATER SAFETY, for divers, 140; for drinking, 37-38; for iceskaters, 92; for swimmers, 141-143.

WOUNDS, bites, 101-103, 144; burns, 107-108 cuts, 110-111; in or near eyes, 112; splinters, 106

1. Outfitting a first aid kit_____
2. How to stop choking_____
3. How to report a fire_____
4. What to do about burns_____
5. Common kitchen accidents_____
6. Ways to put out small fires_____
7. Dangers of a bee sting_____
8. Treatment for cuts_____
9. Bicycle safety rules_____
10. Crossing streets properly_____
11. Caring for eye injuries 37

SAMPLE WORKSHEET

TABLE OF CONTENTS NAME_____

Below are two tables of contents. Read each table of contents carefully. Then use the chapter numbers, chapter titles, and the page numbers to answer the questions below each table of contents.

CONTENTS

1.	Types of maps	9
2.	Map terms	17
3.	How to read a map	28
4.	How maps are made	36
5.	History of maps	45

1. What is the number of the chapter that would probably give you the meaning of a compass rose?_____
2. What is the title of the chapter that probably discusses the oldest known map?_____
3. Would you be likely to find information about road maps in this book?_____
4. What is the last page of the chapter that probably includes information about political maps?_____
5. What are the pages that might include the steps a map goes through as it is made?_____
6. On which page would you probably begin reading to find out how to find places on maps?_____
7. What is the title of the chapter that would tell you about the different kinds of maps?_____

CONTENTS

1.	Rules for good health	4
2.	Food and health	16
3.	Rest and sleep	25
4.	Keeping a healthy body	32
5.	Keeping a healthy mind	43

1. What is the first page of the chapter that would probably give you information about the importance of good mental habits?_____
2. What is the title of the chapter that tells you what foods contribute to good health?_____
3. Which pages would you probably read to find out what kinds of exercises help your body?_____
4. Would you be likely to find a list of health guidlines in this book?_____
5. On which page could you begin reading to find out how much rest you need?____

CARD CATALOG

OBJECTIVES

To locate the card catalog
To locate cards in alphabetical order
To recognize the three types of cards
To use the Dewey Decimal system
To teach the use of cross reference
To teach writing a bibliography from catalog cards

ACTIVITIES

Grade 3

Have students draw a picture of the front of the card catalog
Given a pack of 20 single letter cards, arrange these in alphabetical order either in small groups or individually as needed
Using the subject cards, have students give the title of 1 book on each of 5 given subjects
Adapt No. 3 for title and author cards.
Using an overhead projector and a transparency of the three types of catalog cards, note the form of each.

ACTIVITIES

Grade 4

Display a chart of the Dewey Decimal system
Given a Dewey Decimal System number a student will find the book indicated on the shelf, show it to the teacher, give it to a neighbor to return it to the shelf. Make it a timed contest for more fun.
After each student has chosen a book to read or using a favorite one already read, ask the reader to make one type of catalog card making sure they list all pertinent information - title, author, call number, number of pages, illustrator, publisher, etc. Then compare with actual card in card catalog.

Grade 5

Given a list of author's names, student will list them alphabetically, last name first with comma.
Arrange members of class 5 at a time in alphabetical order - last name first.
Urge students to set up displays in interest areas. Keep these areas fresh and eye-catching. Students use the card catalog to find a variety of materials.
Make finding books a game by dividing students into pairs, give each pair a title, a subject, or an author. Have pupils locate books as quickly as possible using card catalog, then signaling the instructor for a quick check. Note students who may need extra help.

Grade 6

Distribute sets of Wilson cards which students alphabetize.
Given a subject, student will list several books listed in the card catalog that are contained in the library.

Grade 7

Review rules for filing cards word by word and letter by letter using duplicate cards or master list made by instructor.
Make a bibliography from catalog cards on a subject related to classroom project.

Grade 8

Arrange a group of subject cards in order which are identical to the tenth or more letters i.e. INDIANS OF NORTH AMERICA, INDIANS OF NORTH AMERICA-MISSIONS, INDIANS OF NORTH AMERICA-GAMES, ETC.
Given a subject for a classroom report have student make a bibliography of all media used.

SAMPLE WORKSHEET

ALPHABETICAL ORDER

Fill in the blanks.

A. What comes after--

1. f___	6. l___	11. c___	16. i___	21. s___
2. m___	7. o___	12. q___	17. u___	22. w___
3. b___	8. v___	13. h___	18. d___	23. a___
4. n___	9. g___	14. x___	19. p___	24. k___
5. j___	10. y___	15. t___	20. e___	25. r___

B. What comes between--

1. d__f	6. a__c	11. f__h	16. g__i	21. c__e
2. n__p	7. p__r	12. K__m	17. i__k	22. m__o
3. r__t	8. v__x	13. o__q	18. e__g	23. u__w
4. g__i	9. j__l	14. s__u	19. l__n	24. q__s
5. t__v	10. w__y	15. b__d	20. x__z	25. h__j

C. What comes before--

1. ___d	6. ___i	11. ___b	16. ___k	21. ___m
2. ___n	7. ___w	12. ___p	17. ___u	22. ___z
3. ___s	8. ___e	13. ___t	18. ___f	23. ___o
4. ___v	9. ___y	14. ___x	19. ___l	24. ___c
5. ___g	10. ___j	15. ___r	20. ___h	25. ___q

SAMPLE WORKSHEET

ALPHATETIZING NAME_____

In the blanks, write the letter that comes before each of these letters in the alphabet.

___Z___P___J___G___K___E___L___Y___T___H___N___Q___X___R___I___S___O___F

___B___M

In the blanks write the letter that comes after each of these letters of the alphabet.

F___O___S___I___R___X___C___N___H___T___Y___L___E___K___G___J___P___A____

Put the following list in alphabetical order

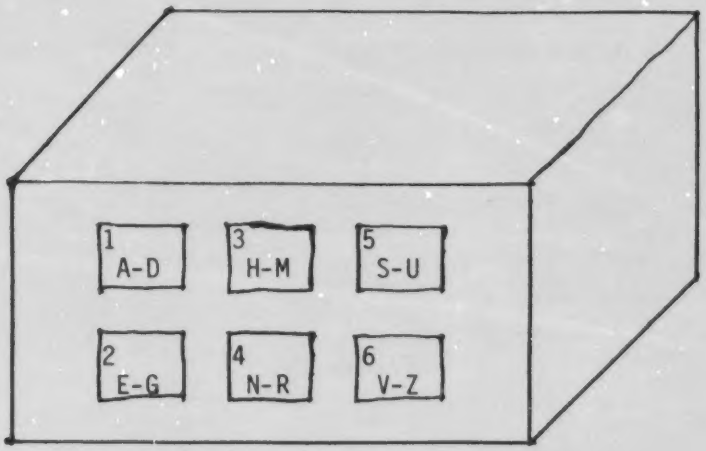
happy	study
puppy	past
travel	kite
kitten	happen

Put the following list in alphabetical order

sugar	sign
ship	stop
sloop	sugar
school	sent
salmon	stoop

SAMPLE WORKSHEET

CARD CATALOG -- BASIC LESSON



In which catalog tray would you find the following?

1. A book by Marca Brown?_____
2. A book about horses?_____
3. A book entitled (named) Old Yeller?_____
4. A book about water?_____
5. A book about George Washington?_____
6. A book by Leo Politi?_____
7. A book entitled Kit Carson: Scout?_____
8. A book on myths?_____
9. A book named A Day at the Circus?_____
10. A book about Robert E. Lee?_____

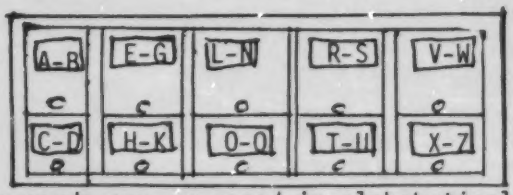
SAMPLE INTRODUCTION TO CARD CATALOG
FOR INTERMEDIATE STUDENTS

EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT THE CARD CATALOG BUT WERE AFRAID TO ASK

You would never think of going up and down the street ringing doorbells and asking at each house to locate one of your friends. You would look up his address in the telephone directory, and go directly to his home.

Some boys and girls do ring doorbells when they want to find a book in the library. They wander up and down and waste time trying to find a certain book just by looking for it on the shelves. Yet every book has an address, just as every person has. You can find the address of a person by looking in the telephone directory. You can find the address of any book which the library has by looking in the card catalog. Once you know the "address", you can go directly to the correct shelf and find a book very quickly.

HOW THE CARD CATALOG IS ARRANGED



The card catalog lists on separte cards every book that the library has. The cards are arranged in alphabetical order in small type. Since there are so many of these trays, the first thing you must decide is in which one to look. A label on the outside of each tray shows you what cards are filed inside. If you are looking up information on baseball, you will look in the B tray. Notice in the example above that the trys are arranged alphabetically from top to bottom, starting in the upper left-hand corner.

If there are too many cards that begin with the same letter to fit in one tray, they are kept in two or more trays. Then you must think of the first and second letters of the word you want to look up. In which of the B trays would you look for the word "baseball"? You would look in the BA-BE tray, because baseball comes alphabetically between BA and BE.

Inside each tray are some cards that stand up higher than the others. These are called guide cards. As the labels on the outside tell you in which tray to look, the guide cards show you where to begin looking inside the tray. If you are looking for information on baseball, you need not bother to look through all of the cards in the tray. You simply look in the center of the tray at the cards filed alphabetically between the guide cards BARRIE and BASKETBALL. Learn to use your guide cards. They will save you a great deal of time.

REASON TO USE THE CARD CATALOG

Now that you know how a card catalog is arranged, you are ready to begin looking up information. There are two reasons that you will need to use the card catalog. One is that you want to know what books the library has which may help you. The other is that you want to know where to find these books on the shelves. Others: to find the author of a book of fiction, when we know

the title. To find out if the library owns a book which is not on the shelf. Saves time in deciding if we want a book: what the book includes, if it has pictures, if it is new enough, if it is too long, or too short. In general, the catalog helps us to find just the right book, and does all the work of hunting for us.

HOW TO LOOK UP INFORMATION

There are three main ways to look up information: by author, by title and by subject. In each case, you already know something about a book, and you expect the card catalog to tell you something more.

1. Author You may know the name of an author. Look him up by his last name. The card catalog will tell you the titles of his books which the library has. Each book is listed on a separate card which is called an author card, because the author's name is on the top line, the title is on the second line.
2. Title You may know the title of a book. Look up this title in the card catalog. It will tell you who wrote the book. This is called a title card because the title is on the top line. The author's name is on the second line.

   Always look up the first word of the title unless it begins with "A", "An", or "The". If the title does begin with "A", "An" or "The", look up the second word. If you want to find the The Space Ship Under the Apple Tree, forget the word "The" and look up "Space" in the S tray.
3. Subject You may want a book about some topics, such as baseball. Look up this subject in the card catalog. It will tell you the names of the authors and the titles of all the books which the library has about baseball. Each book is listed on a separate card which is called a subject card, because the subject is on the top line. The name of the author is on the second line, and the title is on the third line.

   A subject heading is usually written in black capital letters.

HOW TO FIND THE BOOK ON THE SHELVES

Remember that every catalog card provides the "address" of a book which tells you where to find it on the shelves.

Nonfiction books A class number in the upper left-hand corner of a catalog card is the address of a non-fiction or fact book. Sometimes the initial of the author's last name will be placed underneath the class number to form a call number.

You will remember that non-fiction books are shelved first by class number and next by the author's last name. Go and check the shelves when you have a free minute.

Fiction books A single letter F in the upper left-hand corner of a catalog card indicates that the book is fiction. On the second line the initial of the last name of the author of a fiction book is listed. His whole last name is the address of the book.

You can begin using the card catalog successfully as soon as you know that you can look up any book by name of author, by title, and sometimes by subject; when you can read the information on the card well enough to find a book on the shelf easily. As you grow familiar with the card catalog through use, you will learn other things that will be helpful to you.

Always copy the call number, name of the author, title of the material you need to locate on a slip of paper that you can take to the shelves with you when you look for a book.

LAST REMINDER

As you use the card catalog in this library, you can use the card catalog in any library---in your public library, in your high school, and even in your college or university library. They are all a great deal alike. You have learned a skill that will be useful to you throughout your entire school and adult life.

SAMPLE WORKSHEET

CARD CATALOG LESSON CRUSADES UNIT

Team A
1. Who wrote Knights in Armor?
   How long is the book?
2. Do we have a book entitled Cross and Crescent?
   What is the copyright date?
   Where would you find it on the shelves?
3. What do we have on the Middle Ages that is not in book form?
4. How many books do we have by Walter Buehr?
   Did he write any fiction?
5. Select one title about the Middle Ages that is a true story, or in other words a non-fiction book. Also select one title about the Middle Ages that is a fiction book. Give the name of the author, title, and publisher for each book.

Team B
1. How many books do we have about knights? (Non-fiction only)
2. Which is the most recently written? Which is the oldest written?
   Where would you find these books in the library?
3. Constance Heiatt wrote a book called The Castle of Ladies.
   Is this book fiction or non-fiction? What is it about?
4. Christine Price wrote a book called Cities of Gold and Isles of Spice. Where will this book be found in the library? Give the call number of the book.
5. Under the subject Middle Ages - History find a book by I. Asimov. What is the title? Who published the book? Where can this book be found?

Team C
1. Who wrote Medieval Days and Ways? What is the call number? When was it written? How long is it?
2. Can you find a lot of books on the medieval church? Was there a "see reference"?
3. What is the call number for books on knights? How many books do we have on this subject? Which is the longest? Are they illustrated?
4. Who wrote Dark Ages? Where can it be found?
5. What number do MOST of the books about the Crusades have?

Team D
1. Do we have a book entitled The World of Walls? Where can it be found? Who is the author? Is this book fiction or non-fiction?
2. Who wrote Crusades? Who is the author? Where can it be found? Is this book fiction or non-fiction?
3. What is the call number of the book called Life in the Middle Ages? Who wrote it? What is it's publication date?
4. Do we have a book titled Age of Faith by A. Fremantle?
5. How many books do we have on the Holy Land?

Team E
1. Find the title of a book by Horizon Magazine which has to do with the Crusades. What is the title? When was it published? Who published it?
2. Who wrote Cross and Crescent? When was it published? Who published it?

3. Find a book called The Castle of Ladies. When was it published? Who published it? What is the call number? Who is the author?
4. Who published Knights in Armor? What is the call number?
5. How many books do we have by Isaac Asimov that have to do with the Middle Ages? Are they fiction or non-fiction?

Team F

1. Pick out one book on the Middle Ages that our library has.
2. Who wrote Medieval Days and Ways? What is the call number? How recent is the book?
3. Who wrote Knights of the Crusades? Is it fiction or non-fiction? Is this a new book?
4. Constance Heiatt wrote a book about the women in the Middle Ages. What is the title of this book? When was it published? Where was is published?
5. The book titled Cities of Gold and Isles of Spice was written by whom? Where was it published and who published it? Is it fiction or non-fiction?

SAMPLE WORKSHEET

CARD CATALOG NAME_____

These rules are some important things to know about finding things in the card catalog.

1. People's names are usually put in last name first.
2. A, an, and the don't count in a title. You go to the first letter of the next word.
3. Nothing comes before something. When two words are alike, as ghost and ghostly are, the shorter word comes first.
4. Numbers and abbreviations are spelled out.

Put the following groups in alphabetical order and write down the number of the rule that applies.

1. 20,000 Leagues Under the Sea
   Dr. Seuss's ABC
   1,000 Science Experiments
   Mrs. Mike
   101 Dalmations

2. Pilgrims
   Pilgrim Fathers
   Knights of the Round Table
   Knighthood

3. Andrew Jackson
   Wilson Gage
   Carol Brink
   Armstrong Speery
   C.S. Lewis

4. Animals
   A Trip to the Zoo
   Animal Signs
   The Animal Musicians
   The Animal

SAMPLE WORKSHEET

CARD CATALOG AND ALPHABETICAL ORDER

Arrange these titles in alphabetical order as they would be found in the card catalog. Remember not to alphabetize the, a or an if they are the first word in a title. Numbers are alphabetized as though they were written. Please do not write on this sheet. Use the paper provided.

A Far Voice Calling

Maple Street

The Shadow Guest

Little Women

The Four Donkeys

It's Perfectly True

Blood Brothers

The Missing Person League

Louly

Alone in Wolf Hollow

At Paddy the Beaver's Pond

The Enormous Egg

13 Witches

Trouble River

Popcorn Patch

Front Court Hex

Hayseed Summer

Switch Hitter

Dreams of Victory

Ordinary Jack

A Gift of Magic

Windy Foot at the County Fair

The Secret in Miranda's Closet

Space Cadet

The Wild Horse Killers

SAMPLE WORKSHEET

CARD CATALOG NAME_____

1. The three kinds of cards in the card catalog are_____.
2. Where is the author's name on an author card?
3. Author cards are filed alphabetically by the author's _____ name.
4. Author cards for several books by one writer are in alphabetical order by what?
5. Circle the part of the name that would be first on the author card and then put the names in alphabetical order as they would be in the card catalog.

Beverly Cleary _____

Louisa Mae Alcott _____

Wilma McFarlan _____

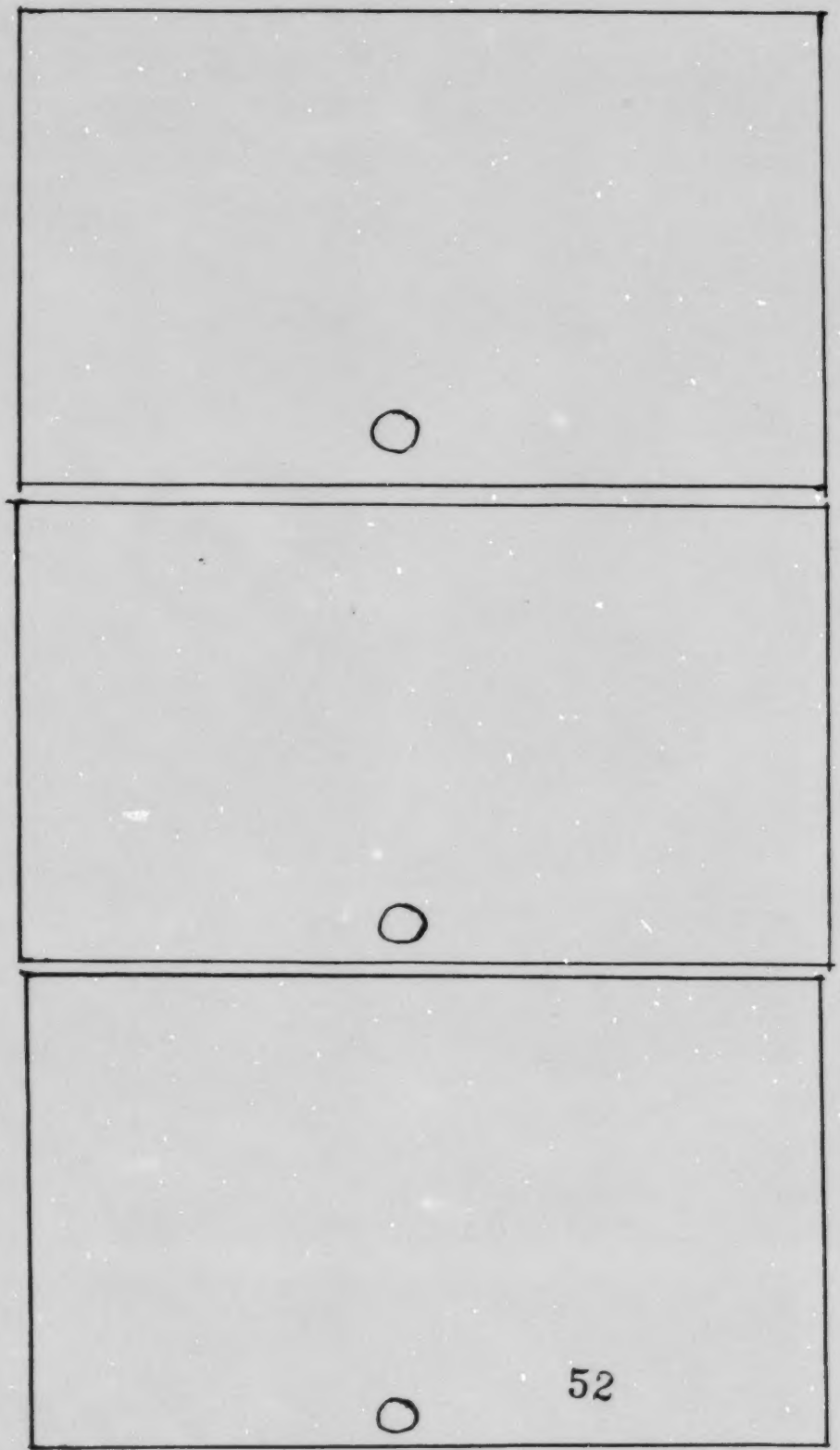
Herbert Zim _____

Ellen MacGregor _____

SAMPLE WORKSHEET

NAME_____

Use these blank cards for students to make catalog cards for books they have read or books they have written.



SAMPLE WORKSHEET

FINDING A TITLE CARD

USE THE CARD CATALOG to find the call number and the author's name for each title shown below.

Notice the CORRECT way to write the CALL NUMBERS. The letter for the author's last name should be placed under the number which is on the left. If the title isn't in the catalog write: not in.

Remember to begin the author's name with a CAPITAL letter.

CALL NUMBER	AUTHOR	TITLE
		The First Overland Mail
		Ben Hur
		Miss Hattie and the Monkey
		Up the Trail from Texas
		The Christmas Story
		The Poetry of Robert Frost
		The Golden Geography
		Westward to Finland
		Let's Find Out About Animal Homes
		Don't Take Teddy

SAMPLE WORKSHEET

FINDING SUBJECT CARDS

USE THE CATALOG to find each subject given below, and for each subject find the title and call number of one book about that subject.

Remember that subjects are typed in BLACK CAPITALS.
Watch the outside arrangement of each drawer.
Let the guide cards be real guides.
Remember to use CAPITAL letters in the titles.

SUBJECT	CALL NUMBER	TITLE
POETRY - COLLECTIONS		
THE WEST - HISTORY		
AUSTRIA		
ST. LAWRENCE RIVER		
CIVILIZATION - MEDIEVAL		
FERDINAND MAGELLAN		
ANIMALS - HABITATIONS		
SIR FRANCIS DRAKE		
LADYBUGS		
GEOLOGY		
TROJAN WAR		

SAMPLE WORKSHEET

CARD CATALOG NAME_____

1. Draw a line from the word to the correct meaning:

AUTHOR	a true story about a real person
TITLE	a book of facts; not made-up
SUBJECT	a made-up story
FICTION	a book with many subjects
NON-FICTION	what a book is about
BIOGRAPHY	the person who wrote a book
CALL NUMBER	the name of a book
	the "address" of a book; where to find it in the library

2. On this page and the next page, write the correct number next to the proper card:

1. AUTHOR CARD
2. TITLE CARD
3. SUBJECT CARD

The Dog Who Wouldn't Be

818
M

Mowat, Farley
The Dog Who Wouldn't Be; illus. by Paul Galdone. Little, Brown (c1957) 238p. illus.

The warm story of a boy and his dog who wouldn't settle for the limitations of being just a dog.

1 Dog--Stories
17 480132

I T
THE BAKER & TAYLOR CO. 8163

03025

818 Mowat, Farley

M The Dog Who Wouldn't Be; illus. by Paul Galdone. Little, Brown (c1957) 238p illus.

The warm story of a boy and his dog who wouldn't settle for the limitations of being just a dog.

1 Dogs--Stories I T
07 480132 THE BAKER & TAYLOR CO. 8163

03025

O

DOGS--STORIES

818 Mowat, Farley

M The Dog Who Wouldn't Be; illus. by Paul Galdone. Little, Brown (c1957)

The warm story of a boy and his dog who wouldn't settle for the limitations of being just a dog.

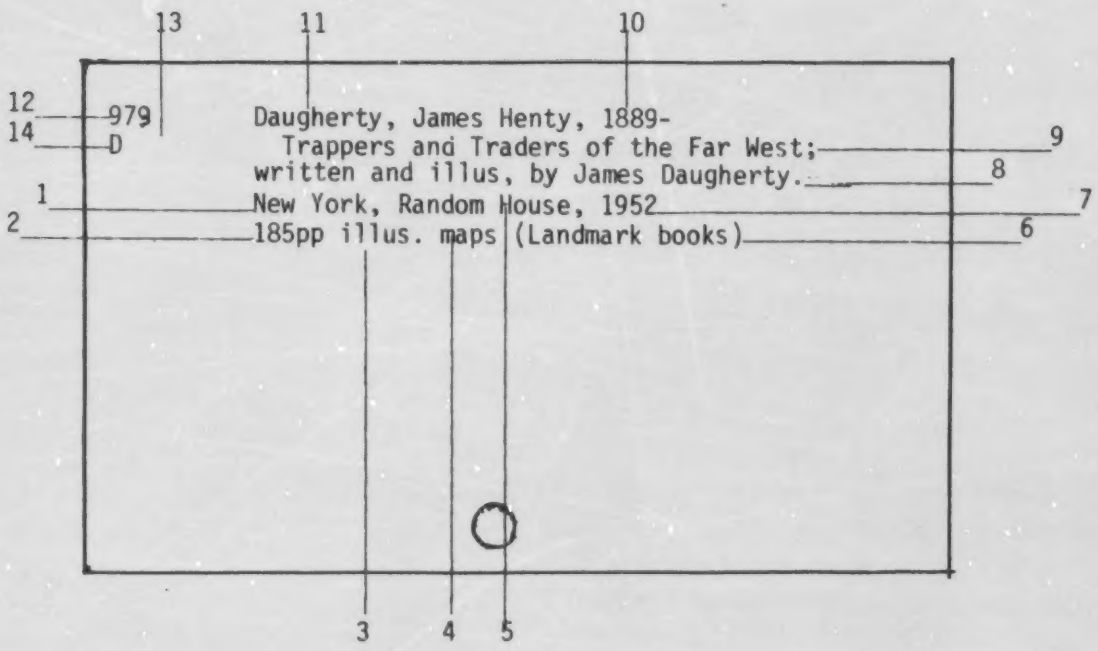
1 Dogs--Stories I T
07 480132 THE BAKER & TAYLOR CO. 8163

03025

O

SAMPLE WORKSHEET

Catalog Cards



Indicate what each numbered part of the card means by placing the proper number on each line.

This book has pictures_____

The author's name_____

Call number_____

The number of pages_____

The copyright year_____

The year of birth of the author_____

The title_____

The last initial of the author_____

The publisher of the book_____

The Dewey Decimal number of the book_____

There are diagrams_____

The place of publication_____

This book is one of a series_____

57

SAMPLE WORKSHEET

CATALOG CARDS NAME_____

Directions: For the 2 catalog cards that follow give the following information for each:

1. Is it a subject, author or title card?_____
2. What is the title of the book?_____
3. Who wrote the book?_____
4. Who published the book?_____
5. When was it published?_____
6. How many pages does the book have?_____
7. What is the call numbers of the book?_____

A.

Famous Labor Leaders

920 Daniels, Patricia
Dan

The Story of Football. Random House
1965. 177p. illus.

1. Football-history I. Title

O

B.

FOOTBALL - HISTORY

796.33 Leckie, Robert

The Story of Football. Random House, 1965. 177p. illus.

1. Football - history I. Title

1. It it a subject, author or title card?_____
2. What is the title of the book?_____
3. Who wrote the book?_____
4. Who published the book?_____
5. When was it published?_____
6. How many pages does the book have?_____
7. What is the call numbers of the book?_____

SAMPLE WORKSHEET

CARD CATALOG PRACTICE

Make a number of slips such as this. Fill in either the title or author line. Student will use the card catalog to complete. Then puts slip of paper in book stacks where the book is or should be.

YOUR NAME:

TITLE:

AUTHOR:

CALL NUMBER:

Prepare one of these for each drawer of the card catalog for class lesson.

NAME_____

LOOK UP	CALL NUMBER	IS IT FICTION, NON-FICTION, BIOGRAPHY, PICTURE BOOK, OR FAIRY TALES?
Tomba Dawn		
13 Goblins		
Tricks Animals Play		
Too Funny for Words		
Thomas Jefferson		
They Flew to Fame		

Is any of these a reference book?_____ Is any of these not a book?_____

SAMPLE WORKSHEET

CARD CATALOG

NAME_____
DRAWER_____

Directions: You will be given a card catalog drawer with 10 green markers in it. On the lines below write the following information:

1. The Call Number for each book directly behind the marker.
2. The type of card (Author, Subject, Title).
3. The first 5 words on page 17 of each book.

Example	213.45 W. /	Subject /	The class of animals that
1.	_____ /	_____ /	_____
2.	_____ /	_____ /	_____
3.	_____ /	_____ /	_____
4.	_____ /	_____ /	_____
5.	_____ /	_____ /	_____
6.	_____ /	_____ /	_____
7.	_____ /	_____ /	_____
8.	_____ /	_____ /	_____
9.	_____ /	_____ /	_____
10.	_____ /	_____ /	_____

DEWEY DECIMAL SYSTEM

000 TO 099 GENERAL WORKS

Books that contain general information.
General encyclopedias, newspapers, bibliographies, books on how to find facts and use library.

100 TO 199 PHILOSOPHY, PSYCHOLOGY AND BEHAVIOR

Books about growing up and why we behave as we do.

200 TO 299 RELIGION AND MYTHOLOGY

Books about religion, the Bible, God, myths.

300 TO 399 SOCIAL STUDIES

Books about law and government. Customs and holidays. Folk tales, fairy tales, legends. Transportation and communication.

400 TO 499 LANGUAGES

Books about how people speak and write in every nation.
Study of words, grammar, alphabets, dictionaries, foreign languages.

500 TO 599 NATURAL SCIENCES

Books about things around us which man did <u>not</u> create or invent.
Mathematics, sun, moon and stars. Electricity, light, heat, chemistry and physics. Rivers, oceans, rocks and minerals. Trees, plants and flowers. Reptiles, fish, birds and mammals.

600 TO 699 APPLIED SCIENCES AND USEFUL ARTS

Books about things which man <u>did</u> create or invent.
Medical science and physical fitness. Inventions such as television, computers, rockets and engines. Engineering feats such as bridges, ships and airplanes. Agriculture and farming. Tamed animals such as cats, dogs, cows and horses. Things made through chemistry such as glass and metals.

700 TO 799 FINE ARTS AND RECREATION

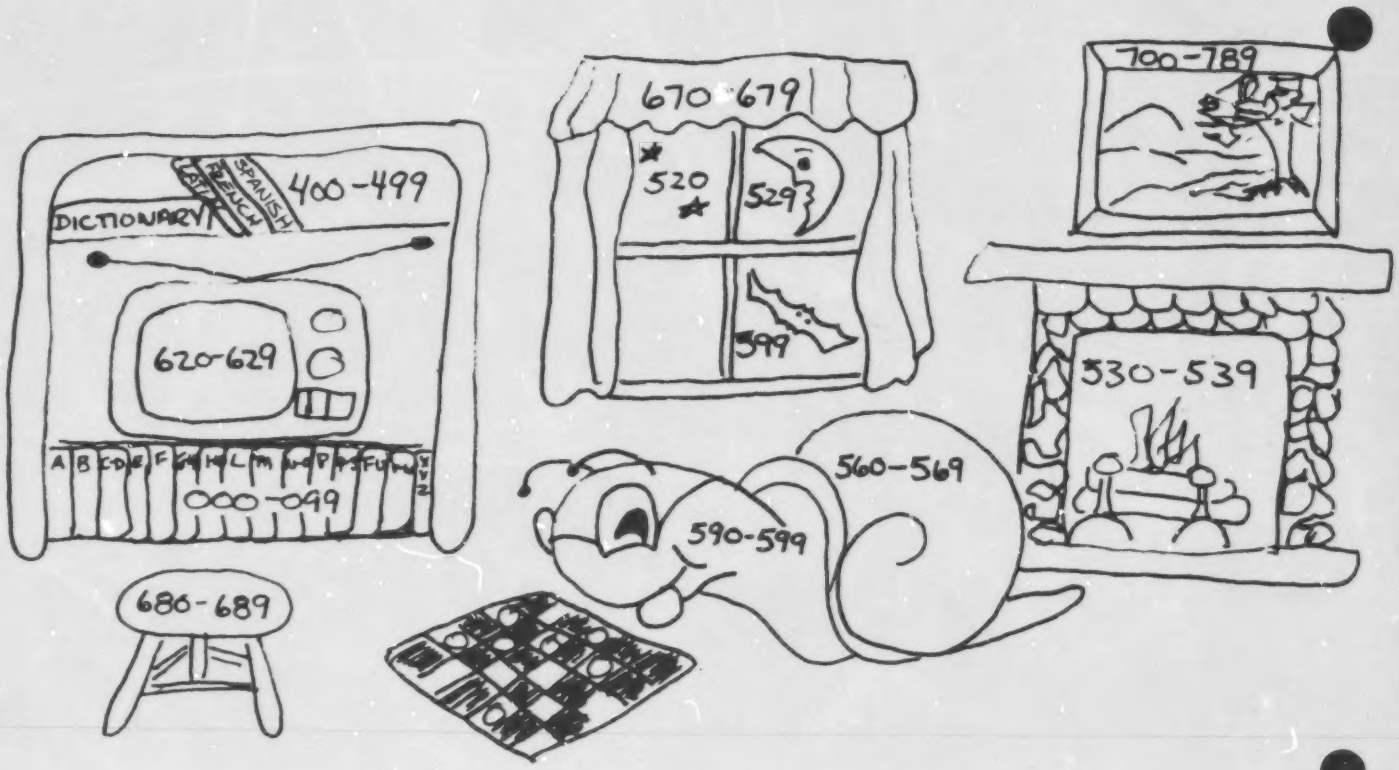
Books about things which we like to do for pleasure.
Painting, photography, sculpture and pottery-making. Stamps and coins.
Music, weaving, knitting and sewing. Sports and games. Drama, opera and circus.

800 TO 899 LITERATURE

Books of poetry, plays, essays, short stories.

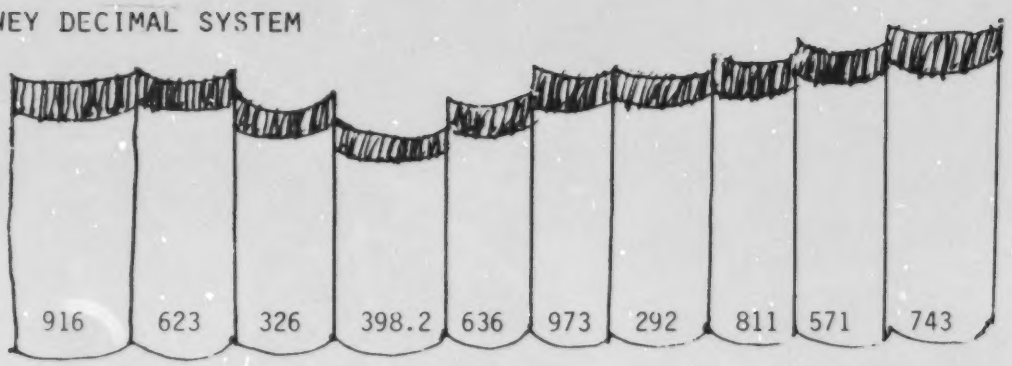
900 TO 999 GEOGRAPHY, COLLECTIVE BIOGRAPHY, HISTORY

Includes travel books and autobiographies.

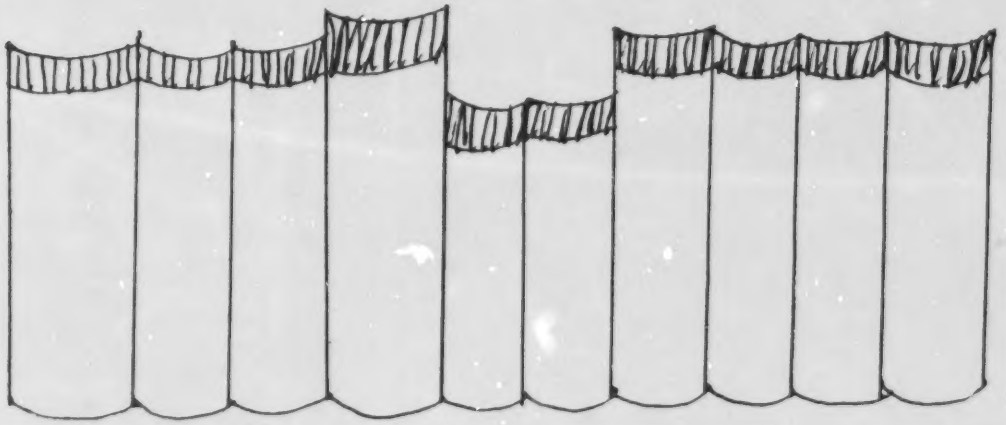


SAMPLE WORKSHEET

DEWEY DECIMAL SYSTEM



These books are out of order on the book shelf. Put them in order on the shelf below by writing the Dewey Decimal numbers on the spines. Remember, non-fiction books are arranged in numerical order from left to right. The lowest number begins on the left.



SAMPLE WORKSHEET

NUMERICAL AND ALPHABETICAL ORDER

Arrange the following groups in numerical order.

I.	II.	III.
339	433	624
929.7	546	656.8
978.74	132	624.34
536.2	028	678.2
756	749	656.83

Arrange the following titles in alphabetical order as they would be found in the card catalog.

A Dance to Still Music

My Side of the Mountain

The Wizard of Oz

Charlie and the Chocolate Factory

The Black Stallion

A Touch of Magic

Arrange the following names of authors in the order in which they would be found in the card catalog.

William Farley

Marguerite Henry

Judy Blume

Constance Greene

Beverly Cleary

Austin Graham

SAMPLE WORKSHEET

DEWEY DECIMAL SYSTEM

Classifictions:

000-099 - General works
100-199 - Philosophy
200-299 - Religion
300-399 - Social science
400-499 - Languages
500-599 - Science
600-699 - Applied science or useful arts
700-799 - Fine arts
800-899 - Literature
900-999 - History

Using the 10 Dewey Decimal classifications above, show to which class each of the subjects below belongs:

LEGENDS_____

CITIZENSHIP_____

EUROPE_____

POETRY_____

CARPENTERY_____

SEA ANIMALS_____

BOSTON_____

GHOSTS_____

BIOGRAPHY_____

HINDUISM_____

DINOSAURS_____

SPORTS_____

HEALTH_____

DRAMA_____

SNOW_____

SOLAR SYSTEM_____

SAMPLE WORKSHEET

DEWEY DECIMAL NAME_____

Put the following Dewey Decimal numbers in correct numberical order.

I.
398.7 _____
808.5 _____
796.33 _____
973.1 _____
595.6 _____
394.2 _____
808.087 _____
380 _____
629.47 _____
793.7 _____

II.
598.1 _____
394.26 _____
796.357 _____
541.4 _____
973.01 _____
796.3 _____
818 _____
913.2 _____
629.4 _____

SAMPLE WORKSHEET

DEWEY DECIMAL SYSTEM TEST

	SUBJECT	NAME OF CLASSIFICATION	NUMBER OF CLASSIFICATION
	Crickets	Natural science	500-599 or 500's
1.	Astronomy		
2.	Electricity		
3.	World War II		
4.	U.S. Marines		
5.	U.S. Constitution		
6.	Radio		
7.	Photography		
8.	Television		
9.	Baseball		
10.	Birds		
11.	Airplanes		
12.	Shells		
13.	Space flight		
14.	Dogs		
15.	Prehistoric animal		
16.	Holidays		
17.	Insects		
18.	F.B.I.		
19.	Vermont geography		
20.	Telephone		
21.	Grasshoppers		
22.	Music		
23.	Stars		
24.	Art		
25.	Automobiles		

REFERENCE MATERIALS

OBJECTIVES

To reinforce the teaching of the use of the dictionary
To introduce the use of the encyclopedia
To introduce several different sources of information i.e. atlas, almanac, single volume references, telephone directory
To help students make a choice of the best source of information
To introduce students to advanced reference books

ACTIVITIES

Grade 3 and 4

Help the classroom teacher and reinforce his/her teaching of skills, by arranging display of different dictionaries.
Make skill sheets for using guide words.
Try using tabs blindfolded in a game giving 5 points for on target, 3 points for near-miss, 0 points if more than 3 tabs from correct one.

Grades 5-8

Given latitude and longitude on sheets of paper, groups of 3 students will name city located there using an atlas or a globe.
Have 1 student give a location naming latitude and longitude, others try to find where his is by using atlas and globe.
On a paper list items found in an almanac i.e. the full of the moon this month. The next solar eclipse. The last lunar eclipse, etc. Have students find information.
Obtain from the phone company some directories. Ask students to locate the telephone number of a plumber, an insurance company, a place to buy a boat, the number to call in case of fire, a zip code, etc.
Visit the local library for material for a classroom report.
Visit the high school library these students will be attending.
When a class is studying a particular country, use reference material and help students dress dolls in native dress. Keep scraps of cloth and reusable small dolls on hand. A sewing machine is useful for this activity.
Research paper in conjunction with classroom unit. Student to follow certain steps: 1. choose a subject, 2. write ten questions he wants answered, 3. choose proper sources, 4. take notes using note-taking skills and noting answers to the ten questions, 5. make an outline; and 6. compose written or oral reports.
Create a packet of cards with ten questions on each card, giving title of the source needed (almanac, atlas, telephone directory, etc.) for the answer. Divide the class into groups of 2 or 3. Each team draws one card. Using the sources listed, the team will list the answer to the question as well as the page number where it was found.

Grades 9-12

Citizenship preparation could include research of local government.

SAMPLE WORKSHEET

DICTIONARIES

ALPHABETIZING PRIMARY

Which word comes first? Circle that word.

1.	ball father	4.	bat rain	7.	draw color	Extra hard:	10.	small smash
2.	kitten cow	5.	house barn	8.	paper crayon			
3.	mother cat	6.	purple orange	9.	man tree			

Which word comes first? Circle that word.

1.	bat brown	4.	doll draw	7.	picture prance	Extra credit:	10.	prince prints
2.	cow cat	5.	ball book	8.	trot taste			
3.	tree three	6.	river roll	9.	candle cross			

SAMPLE WORKSHEET

GUIDE WORDS

Here are pairs of guide words that you'll find at the top of pages in the dictionary. From the list of words at the bottom of the worksheet, find a word that would come on each page.

1. anchor/angry_____
2. difficult/dim_____
3. frost/full_____
4. hair/hamburger_____
5. jolly/joy _____
6. lamp/language_____
7. monument/more_____
8. nearly/needless_____

jury	goat	mix
journal	news	ancient
halt	land	dive
neck	moon	
fuel	dig	

SAMPLE WORKSHEET

GUIDE WORDS NAME_____

Imagine you are looking in a dictionary for each of the words at the left below and that the words in heavy type are the guide words on the page you come to first. What should you do next? Write X in the column at the right that shows the right answer.

DICTIONARY WORD	GUIDE WORDS	TURN TOWARD THE FRONT	LOOK ON THAT PAGE	TURN TOWARD THE BACK
1. border	break/breath	1._____	_____	_____
2. nutshell	novel/nucleus	2._____	_____	_____
3. elbow	eleven/else	3._____	_____	_____
4. lather	lastly/laugh	4._____	_____	_____
5. dove	dancer/dark	5._____	_____	_____
6. sound	sort/source	6._____	_____	_____
7. waste	work/worse	7._____	_____	_____
8. rest	reopen/report	8._____	_____	_____
9. memory	memo/mental	9._____	_____	_____
10. great	grace/graft	10._____	_____	_____
11. ledge	lucky/lurch	11._____	_____	_____
12. flavor	flash/flea	12._____	_____	_____
13. princess	prison/problem	13._____	_____	_____
14. actual	action/address	14._____	_____	_____
15. choice	change/character	15._____	_____	_____

SAMPLE WORKSHEET

DICTIONARIES NAME_____

Look up each of the following words in the dictionary and write in the space next to each word how it is broken down into syllables. It is important to finish quickly but it is also important to be correct.

repair _____

prolong _____

suspension _____

millrace _____

acid _____

daylight _____

timetable _____

imprison _____

wreckage _____

hobnail _____

swindle _____

kidney _____

SAMPLE WORKSHEET

DICTIONARY NAME_____

Look up the underlined words in your dictionary. Then choose which of the three meanings listed is the correct one.

1. How would you like to make dinner for thousands of <u>ravenous</u> animals?
   a. noisy b. very hungry c. excited

2. Preparing meals for many different kinds of zoo animals is an <u>exacting</u> job.
   a. needing hard work b. high in rank c. correct

3. Some animals are <u>carnivorous</u> and others are not.
   a. amusing b. wild c. meat-eating

4. Each animal needs the same kind of food it gets in its natural <u>environment</u>.
   a. surroundings b. diet c. cage

5. People who plan the animals' meals know that vitamins are <u>essential</u>.
   a. nice b. good to eat c. necessary

6. However, the most important thing is to be <u>punctual</u> with the meals.
   a. brave b. polite c. on time

SAMPLE WORKSHEET

DICTIONARIES

Unabridged Dictionary

1. Find the meaning of each word below when used as differenct parts of speech.
   a. Present (noun)_____ (verb)_____
   b. Motor (noun)_____ (verb)_____
   c. Judge (noun)_____ (verb)_____
   d. Jaunt (noun)_____ (verb)_____
   e. Interior (noun)_____ (verb)_____

2. Find a synonym and an antonym for each word.
   a. group
   b. adult
   c. awake
   d. courage
   e. rear

3. There are some other sections of an unabridged dictionary besides the large section of definitions.

   In the other sections find the answer to the following questions:

   1. What does the name IRA mean?
   2. How many pounds make a ton?
   3. Find a foreign phrase, copy it, and write its translation.
   4. What is the abbreviation for barrel?
   5. What is the longitude and latitude of Chicago, Illinois?

SAMPLE WORKSHEET

USING AN ATLAS

NAME_____ NAME OF ATLAS_____

1. Using the table of contents, is there a Glossary?_____

2. Using the Glossary, write out what the following terms mean:

   nord_____ hoek_____

   elv_____ vik_____

   orta_____ si_____

3. Using the table of contents, is there a key or list of abbreviations?_____

4. Using the key or list of abbreviations, what do the following abbreviations mean?

   RI_____ val_____

   mtn_____ Fr._____

5. On what page would you find a map of Vermont?_____

6. Using either the index of the United States or the index to maps of the United States or the index to Political-physical maps, whichever your atlas has, give the page and grid reference for the following places:

   Naples, Maine_____ Austin, Oregon_____

   Cheyenne, Wyoming_____ St. Augustine, Florida_____

7. On what page would you find information on population?_____

8. Find the map of Vermont. What town in Vermont is most northwestern in the state?_____

SAMPLE WORKSHEET

ENCYCLOPEDIAS NAME_____

1. How is an encyclopedia arranged?

2. If you can't find what you are looking for in the main part of the encyclopedia, where would you look?

3. Is a bibliography a list of famous people or a list of books?

4. Would you find a "see" reference at the end of a long article?

5. Is there much difference between a "see also" reference and a list of related articles?

6. In what volume (letter of the alphabet) would you find material on:

   Atlantic Ocean_____ New York_____

   Leif Ericson_____ Pilgrims_____

   Canada_____ John Cabot_____

   Pelicans_____ Greenland_____

7. Name four encyclopedias in our library.

   1. _____

   2. _____

   3. _____

   4. _____

SAMPLE WORKSHEET

Encyclopedia Lower Grades

REFERENCE

A	B	C	D	E	F	G	H	I J	K L	M	N	O	P	Q	R	S	T	U V	W X	Y Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

Fill in the blank with the number of the volume you would use to find material on these subjects:

Vermont _____

Franklin Roosevelt _____

Birds _____

Airplanes _____

Canada _____

Maple syrup _____

India _____

Florence Nightingale _____

Granite _____

Stars _____

SAMPLE WORKSHEET

ENCYCLOPEDIA NAME_____

Look up the country of _____ in the encyclopedia. Find the first page of the article. Look at all the pages in the article, read the heavy print and captions under the pictures. See what the maps and charts show. Look at the outline at the end of the article.

Answer the following questions about the country.

1. Who is the head of the government?_____
2. Do you have to go to school?_____ If so, at what age?_____
3. What is the national anthem?_____
4. Name a country that borders this one._____
5. What is the highest mountain or highest point of land?_____

SAMPLE WORKSHEET

ENCYCLOPEDIA NAME_____

You should understand that if you know how to use an encyclopedia, you will be able to find information on a wide range of subjects quickly.

Under the main topic INDIA and the main topic TEA in an encyclopedia, you might find the section headings shown below. Which section would be most likely to contain information to answer each question below? Write the correct section heading under the question. The starred example under INDIA has been done for you.

INDIA

Land Regions
People
Government
History
Literature

* In what part of India are the Himalaya Mountains located?
Land Regions

1. Did Alexander the Great invade India?
_____
2. What is the most famous collection of Indian poetry?
_____
3. What is the population of India?
_____
4. How are elections run in India?
_____
5. Are there any jungles in India?
_____
6. Do some Indian women wear saris?
_____
7. Who is the prime minister of India?
_____
8. What are some of the important books that have been written by Indians?
_____

TEA

History
The Tea Plant
How Tea is Processed
Varieties of Tea
Drinking Tea

1. What is the difference between black tea and oolong tea?
_____
2. How are tea leaves dried and cured?
_____
3. When was tea first imported in Great Britian?
_____
4. Does a tea plant produce flowers?
_____
5. What are the three main kinds of tea?
_____
6. Do some people add milk to their hot tea?
_____
7. How high can tea plants grow?
_____
8. When was instant tea first developed?
_____
9. Do Americans prefer to drink iced tea or hot tea?
_____

SAMPLE WORKSHEET

ENCYCLOPEDIA NAME_____

In your volume of the encyclopedia look up_____

1. What page is the article on?

2. Are there any pictures?

3. Is there an outline?

   Is there a bibliography?

4. Find a "see" reference in your encyclopedia and write it here.

5. Find a "see also" reference in your encyclopedia, write the entry name and the page it is found on.

SAMPLE WORKSHEET

Using and Comparing Encyclopedias

REFERENCE

Choose two encyclopedias. Place the names of the two chosen here.

A._____
B._____

Choose any state (such as New York) or any province of Canada (such as Quebec) and put the name here._____

Now use the two encyclopedias and answer the following questions.

Encyclopedia A._____
Subject_____
Volume_____ Pages_____
Year of Publication_____
Author of the article if possible_____
In the article find:
1. Area in square miles_____
2. Population_____
3. Capital city_____
4. One crop or product_____
5. One river_____

Encyclopedia B._____
Subject_____
Volume_____ Pages_____
Year of Publication_____
Author of article if possible_____
In the article find:
1. Area in square miles_____
2. Population_____
3. Capital city_____
4. One crop or product_____
5. One river_____

Which of the encyclopedias did you like better?_____
Can you tell why?_____

SAMPLE INTRODUCTION TO THE ABRIDGED READERS GUIDE TO PERIODICAL LITERATURE

OBJECTIVES

To present a new reference tool
To teach the skill of using an index to periodicals in research work

ACTIVITY

When a classroom teacher is assigning a study or a report, cooperate by introducing the Abridged Guide to Periodical Literature at the same time.

A sample outline is offered:

I. Introduction
   - A. List of magazines in center
   - B. Show a Readers Guide and note it is dated
   - C. Note list of periodicals indexed in the Guide

II. Information needed to use guide
   - A. Abbreviations of periodicals indexed
   - B. Abbreviations for information (dated, volume, etc.)
   - C. Note subject, author and title indexing

III. List of information given
   - A. Subject
   - B. Title of article
   - C. Author
   - D. Illustrator
   - E. Title of magazine
   - F. Volume of periodical
   - G. Date of periodical
   - H. Subheadings
   - I. Cross reference

Use of overhead and transparencies urged. Note taking required. Study books available from:

H.W. Wilson Company
950 University Avenue
Bronx, New York 10452

These study books give a complete introduction to the Abridged Guide to Periodical Literature. They are free in classroom quantities from the Wilson Company.

SAMPLE WORKSHEET

LIBRARY NAME_____

ABRIDGED READER'S GUIDE TO PERIODICAL LITERATURE

1. How often is National Wildlife published?
2. What magazine does the abbreviation NY Times Mag mean?
3. What does the abbreviation "rev" mean?
4. What magazine does the abbreviation Sci Am mean?
5. How often is Sports Illustrated published?
6. What does the abbreviation "Hon" mean?

The following is a sample entry from Reader's Guide:

MEDITATION

Your very own meditator; dodecahedral structure. K. Isaccs, il Pop Sci 197:92-4+ N'70

Use this sample to answer the next six questions.

1. What is the volume number of the magazine?
2. What pages is the article found on?
3. Are there pictures with the article?
4. What magazine is the article in?
5. What date was the magazine published?
6. How would you find out if your library had this magazine?

SAMPLE WORKSHEET

REFERENCE BOOKS NAME_____

You can find some of the same information about a subject in several magazines and books. But usually there is one book or magazine that is the best place for you to look for certain kinds of information.

Look at the list of sources below, and read the questions that follow. Pretend that you can use the books and magazine listed to find information asked for in each question.

On the line after each question write the number of the book or magazine that would probably be the best place for you to look to find the answer to the question.

1. Time Magazine (with a feature story on Australia's prime minister)
2. Thorndike Barnhart Intermediate Dictionary
3. History of Australia
4. Almanac of World Facts
5. Animals of Australia
6. Encyclopedia
7. Atlas

1. Where would you find the most information about the animals of Australia?
2. Where would you look to find the definition and pronunciation of the word aborgine?
3. Where would you find the most complete information about how Australia was settled?
4. Where would you find a shorter explanation of how Australia was settled?
5. Where would you find the names of Australians who have held world swimming records?
6. Where would you look to find out who the present Prime Minister of Australia is?
7. Where would you look to find several different types of maps of Australia?
8. Where would you look to find a list of famous waterfalls in Australia?
9. Where would you find a fairly short description of almost everything about Australia?

SAMPLE WORKSHEET

REFERENCE BOOK NAME_____

You should understand that if you choose the appropriate reference aid, you will be able to find the information you need quickly.

Listed below are four different reference aids with which you are familiar. Decide which one of those reference aids would best help you answer each of the questions below them. Write the letter of that reference aid in the blank before the question.

a. atlas
b. dictionary
c. encyclopedia
d. library card catalog

____ 1. When and why was the Eiffel Tower built in Paris?
____ 2. How do you pronounce the word Gila?
____ 3. What is the distance in miles between the town of Billings, Montana; and the town of Boise, Idaho?
____ 4. Which plant is regarded as the national emblem of Ireland?
____ 5. How many books about child care are in your school library?
____ 6. In what year was Abraham Lincoln assassinated, and who was responsible for the crime?
____ 7. Are the Rocky Mountains taller than the Himalaya Mountains?
____ 8. How many syllables are there in the word "injudicious?"
____ 9. Who is the author of the book Barefoot in the Grass?
____10. Which is the easternmost lake of the Great Lakes?
____11. How did agents of the FBI become known as G-men?
____12. What are the titles of some books written by Sid Fleischman?
____13. Why was Pocahontas famous?
____14. What is a good synonym for the word "disconsolate?"
____15. How many miles is it from Boise, Idaho to the Craters of the Moon National Monument in Idaho?
____16. Through which states does the Arkansas River flow?
____17. Are there any books in the library that would tell you how to repair bicycles?

SAMPLE WORKSHEET

REFERENCE BOOKS

To introduce or to review the basic reference books in a collection, the following procedure might be followed. It could be adapted for individual instruction, small group work or as a class activity.

Place two or three reference books on each of several tables, accompanied by corresponding quiz sheets. Students then move freely from table to table enabling each to cover the complete collection.

Reference books and their questions might be like this:

World Almanac
1. When was Montpelier, Vermont, first settled?
2. What teams played in the World Series in 1980?

Hammond's Nature Atlas of America
1. The Redwood tree is the tallest living tree in America. Where does it grow and how tall is it?
2. What is a hedgehog sometimes called? How large does it grow?

World Book Encyclopedia Vol. M
1. What is one mineral product of Michigan?
2. What is a mine?

Rand McNally Pictorial World Atlas
1. In what latitude and longitude is Boston, Massachusetts?
2. What is the highest falls in the world?

Websters Biographical Dictionary
1. When and where was Adolph Hitler born?
2. How old was George Washington when he died?

Our Wonderful World (Index)
1. When was hockey first played? Write the volume and page numbers where you would find the answers.
2. Where is the Erie Canal and when was it opened? You will need another volume to find the answer.

Roget's Thesaurus
1. Give two synonyms for the word <u>cheerful</u>.
2. What are two antonyms for the word <u>huge</u>.

SAMPLE WORKSHEET

MAP SKILLS

Use a Vermont map and answer the following questions:

1. What U.S. Route goes north and south on the western side of Vermont. between Massachusetts and Canada?
2. Give the numbers of the two interstate routes in Vermont.
3. What U.S. Route would you travel in going from White River Junction to Rutland?
4. Which is the larger city, Rutland or Burlington?
5. How many miles is it from Bennington to Brattleboro? (Either add the mileage along the route or use a ruler and the scale of miles.)
6. What is the elevation of Mt. Abraham?
7. What river flows from Lowell north into Canada and then south through Sheldon and into Lake Champlain?
8. What lake in Franklin has a state park?
9. Where is there an airport in Lamoille County?
10. Name 4 mountain peaks of over 4,000 feet elevation and give their heights.
11. Use the mileage table and find how far it is from Windsor to St. Albans.
12. The White River flows into what larger river?
13. What lake does Vermont share only with Canada?
14. At how many places could you cross Lake Champlain by ferry?
15. VERY DIFFICULT: What routes would you travel in going from Montpelier to Lake Willoughby in the most direct way?

SAMPLE WORKSHEET

LIBRARY NAME_____

HAMMOND'S STANDARD WORLD ATLAS

Besides maps name five special features that this atlas has.

1. What does the term kita mean and what language is it?
2. What is the fifth longest river in the world and how long is it?
3. What is the airline distance between New Orleans and Tokyo?
4. What is the area, in square miles, of Austria?
5. What is the population of Ethiopia?
6. What is the capital of Uruguay?
7. Find Skull Valley, Arizona. What railroad goes through the town?
8. Is the Korean city of Seoul closer to the Yellow Sea or the Sea of Japan?

SAMPLE WORKSHEET

TELEPHONE DIRECTORY

Give each student a telephone directory. Introduce or review the sections in the directory pointing out helpful information contained in each section.

Use the directory to find the following telephone numbers:

The number for the fire department

The number of your family doctor

The number of the police department

The number of the poison center

The number of the school

Your home phone number or of a friend or neighbor

The number of a hospital nearby

The zip code for Montpelier, Vermont

The number for directory assistance

The number to call if you want to dig near a sign that says "Telephone Cables, Power Cables and Gas Lines".

The area code for Utah

The time in Minnesota if it is 3:00 PM in Nevada

SAMPLE WORKSHEET

NAME_____

REFERENCE

Write the answer to each question AND the source you found the answer in.

1. What is a "dubber"?_____
   SOURCE:_____

2. Who won the Stanley Cup Championship in ice hockey for 1966-67?
   _____ SOURCE:_____

3. When did Alexander Graham Bell invent the telephone?_____
   SOURCE:_____

4. Are there any bowling alleys in Brattleboro, Vermont?_____
   SOURCE:_____

5. What does the mathematical word "quire" mean?_____
   SOURCE:_____

6. What is a synonym for "ridiculous"?_____
   SOURCE:_____

7. What is the population of Waltham, Vermont?_____
   SOURCE:_____

8. Where can I find some information about the history of gymnastics?
   _____ SOURCE:_____

9. What is a "snake in the grass"?_____
   SOURCE:_____

10. Where is the Vermont radio station WIKE?_____
    SOURCE:_____

11. How many million eggs did the state of Washington produce in 1976?
    _____ SOURCE:_____

12. What does the abbreviation STARCOM stand for?_____
    SOURCE:_____

SAMPLE WORKSHEET

REFERENCE

Write the answer to each question and the SOURCE you found it in.

1. When did the battle of ANTIETAM in the U.S. Civil War take place?
   _____ SOURCE: _____

2. I need a picture of a rice rat. Where can I find one? _____
   SOURCE: _____

3. Where can I find some information on Ethiopia? _____
   SOURCE: _____

4. Where is Maple Valley ski area in Vermont? Find me a map. _____
   SOURCE: _____

5. Where is Ilsin-Dong, Korea? _____
   SOURCE: _____

6. Where is Brecknock? _____ SOURCE: _____

7. I need a street map of Albany, New York. SOURCE AND PAGE: _____
   _____

8. Where can I find out something about fossils? _____
   SOURCE: _____

9. What years was Macbeth the King of Scotland? _____
   SOURCE: _____

SAMPLE WORKSHEET

VERMONT TREASURE HUNT

USING LIBRARY REFERENCE MATERIALS

1. If you were to present a visually appealing report on Ethan Allen to your class what library materials would you use?

2. Your teacher has asked you to find lots of pictures of sugaring time in Vermont to give the entire class ideas for an art exhibit at the Maple Festival. They need to know how the process works. What pictures can you find? Where?

3. Find a full color magazine illustration of men mining in the geographic area of Vermont. What are they mining? Where is the quarry?

4. What beloved Vermont poet said "Good fences make good neighbors"?

5. Who was Justin Morgan? Which encyclopedia gives the best account of him? Which encyclopedia gives the best account of the animal which made his name famous?

6. Give a brief definition of the Green Mountains. In the same source locate the French word for green and the French word for mountain or hill.

7. Who was Chester Alan Arthur? When and where was he born? Use a quick source.

8. The mother deer, The mother beaver, The day the sun danced, and many other books were written by Edith Thacher Hurd and illustrated by Clement Hurd. Find an article about each with a picture and tell where they lived for many years and now spend their summers.

9. Find Lake Champlain on a map and tell whether the islands are part of Vermont or New York. How can you tell?

10. Who is the present clerk and treasurer for your town?

11. In one book find Vermont's State Motto and New Hampshire's. What are they?

SAMPLE WORKSHEET

Writing a Bibliography

Zim, Herbert. The Sun. Morrow, 1975

"Sun", World Book Encyclopedia, 1981
vol. pp.

Bendick, Jeanne. Putting the Sun to Work. Garrard, 1971.

Barre Times Argus. January 29, 1980.
p. 12, col. 4.

Put the sources above in alphabetical order to form a bibliography on the Sun. Two sources are books, one is an encyclopedia, and one is a newspaper. Note the arrangement and punctuation of each.

SAMPLE WORKSHEET

REFERENCE

Use these sources or make up your own questions from the sources you have available.

World Almanac

Where is there a list of federal agencies dealing with consumer affairs? Who is Speaker of the House? What amendment covers presidential disability and succession? What is the address of the Department of State?

Information Please Almanac

How does a bill become a law? Where is there an article on the history of the flag?

People's Almanac

What country has the highest population density? The lowest population density? Where are these countries located? Will you need another type of reference book to find the answer?

Vermont Yearbook

When does the U.S. Court of Appeals meet in this district?

Facts About the Presidents

How many political parties made nominations for president and vice-president when Lyndon B. Johnson was nominated in 1965? What kinds of information are in the back of the book?

Book of Presidents

Does this book or Facts About the President give more complete information about the daily acts of the President? Give an example to support your answer.

American Political Dictionary

Find a discussion of "checks and balances".
Find a discussion of the emergency powers of the President.

Young Voter's Manual

Why was the Supreme Court decision on "Marbury vs. Madison" so important? Where is the definition of "democracy"? What is meant by "democracy based on representation"?

Crescent Dictionary of American Politics

Find a chart of the organization of the U.S. government.
Define: Foggy Bottom
Muckey-Mucks
Pocket Veto

Home Book of Quotations

Who said, "I would rather be right than president"? Who said, "All politics is apple sauce"?

(continuation)

Bartlett's Familiar Quotations

Who used the term, "New Deal", and under what circumstances did he say it?
The line, "Give me liberty or give me death", was the closing line of a speech by whom and where was it given?

Reader's Digest Treasury of Modern Quotations

What did Oliver Wendell Holmes, Jr., say about free speech?

National Atlas

What other states have only one Representative to the House?
What other states are included with Vermont in our U.S. Circuit Court District?

Timetables of History

In 1974, President Ford used his executive powers twice that made headlines. What did he do?

Famous First Facts

When was the first presidential veto? Who was the first Indian vice-president of the U.S.?

Historical Statistics of the United States

The Department of the Census is part of what executive department?
What was the highest number of members in the House of Representatives from Vermont? When?

Annals of America

Find a report on the illegal activities of the CIA. What is the first entry in this set of books?

Documents of American History

Preceding the Constitution were the Articles of Confederation. Find a copy. When were they passed?

SAMPLE WORKSHEET

ALMANAC

Use an almanac to find:

1. What is the highest waterfall in Africa?_____
2. What is the unit of currency in Hungary?_____
3. On what day does Thanksgiving come?_____
4. What colors are in the flag of Nigeria?_____
5. What three elements compose the earth's atmosphere?_____

_____

6. Is Hank Aaron in the Baseball Hall of Fame Museum?_____
7. What was the per capita income in Vermont in 1976?_____
8. Among America's richest people about how much do the kennedy's have?_____

_____

OUTLINING

OBJECTIVES

To aid in making reports and retaining information
To teach outline form
To help students choose main ideas and subtopics
To help students use short phrses to be concise

ACTIVITIES - GRADE 4 - INTRODUCTION

Have copies prepared of a short 3 paragraph article.
Using chalk board or over head projector make an outline of the article with the students pointing out the reason for the title, main topics of each paraghraph and subtopics in that paragraph.
Have students copy the outline as it is made being sure correct punctuation is included.

Lesson 2

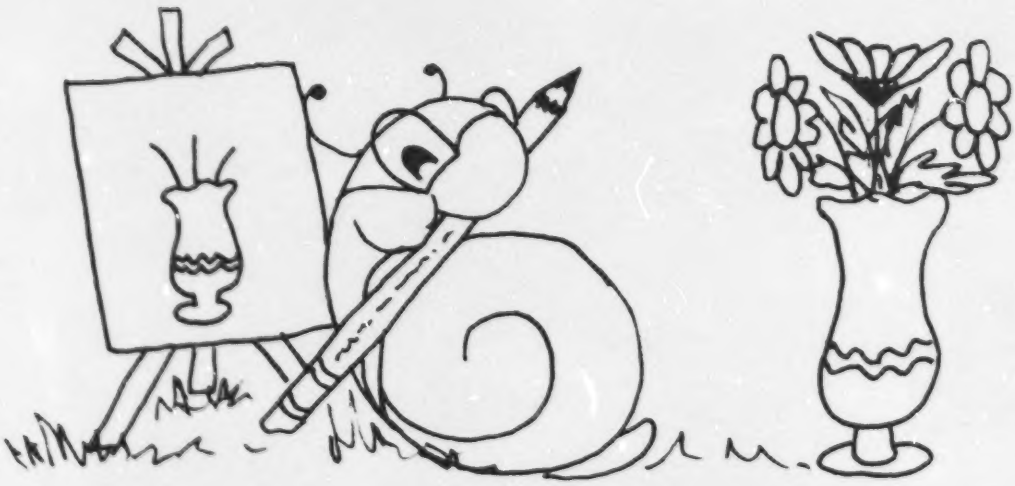
Pass out copies of another short 3 paragraph article.
Review form of outline and let each do an outline of the article.
Discuss the outlines.

Lesson 3

Give each student the subject of a pre-chosen encyclopedia article and have each student outiine the first 3 paragraphs.

Grade 5

Review outline form whenever a classroom teacher is asking for reports.



SAMPLE WORKSHEET

OUTLINING

Remember these rules whenever you write an outline:

1. Organize into main topics. Place subtopics under the main topic.
2. Use a Roman numeral for each main topic. Place a period after each Roman numeral.
3. Use a capital letter and a period before each subtopic.
4. Begin the first word in each subtopic with a capital letter.
5. Be brief!

Here is a list of subtopics which would be in an article on maple syrup. Organize the list into an outline by writing the subtopics under the correct main topics in the blanks.

Bore hole
Collect sap from tree
Insert spout
Hot fire
Pour sap into tank
Boil sap
Hang bucket
Take sap to sugar house
Remove from fire
Put cover on bucket
Store in container

MAKING MAPLE SYRUP

I. Tapping the tree:
   A.
   B.
   C.
   D.

II. Gathering the sap
   A.
   B.
   C.

III. Making the syrup
   A.
   B.
   C.
   D.

SAMPLE WORKSHEET

MAKING AND USING AN OUTLINE - MAIN TOPICS NAME_____

You should understand that being able to outline a selection will help you to understand and remember the information it contains.

Notice the title of the article below. Then think of a question you might expect the article to answer about the title. Read the article to get the answer to your question, and write your answer as the main topics on the correct lines of the outline below.

KINDS OF CARTOONS

A cartoon is one or more fairly simple drawings designed to tell a story or present an idea quickly. You have probably seen cartoons in newspapers, magazines, books, and on television and movie screens. Some cartoons are meant to amuse. Others are very serious.

One type of cartoon is the commercial cartoon. It is used by businesses to advertise products or services. Textbooks, children's books, and sets of directions often use commercial cartoons because cartoons are a good method of calling the reader's attention to certian details.

A cartoon that is designed to affect what the reader thinks about the subject of the cartoon is a political, or editorial, cartoon. This kind of cartoon usually presents the personal opinion of an artist or an editor or a publisher. The cartoonist's main purpose is to get readers to react to important events in the news.

Cartoonists often exaggerate the features or characteristics of actual people in their drawings. This kind of cartoon is called a caricature. Caricatures are sometimes used just to make well-known people appear ridiculous.

A gag cartoon usually appears as just one picture. Sometimes the cartoonist uses words to help explain an idea; while at other times, the picture alone tells the idea. A gag cartoon shows how funny or how silly people can be.

A comic-strip cartoon is a series of drawings that tell a story. The words of people in the comic strip are often shown inside "balloons" included in each drawing. The first comic strips were meant only to be funny. Now comic strips are also used for telling realistic or imaginary adventures and for teaching.

An animated cartoon is like a comic strip that moves. It is a motion picture made of thousands of separate drawings. Children enjoy these cartoons at home, on television, at the movies, and even at school where animated cartoons provide an interesting way to learn.

KINDS OF CARTOONS

I._____
II._____
III._____
IV._____
V._____
VI._____

SAMPLE WORKSHEET

MAKING AND USING AN OUTLINE NAME_____

Read the article below then fill the outline form by placing the appropriate subtopic from the list on the right under the main topic in the outline form.

ROPES FROM PLANT FIBERS

Manila ropes are made from the abaca plant. Because abaca is shipped chiefly from the city of Manila in the Philippines ropes made from it are called Manila ropes. These ropes are very strong. They wear well because they can stand rain, wind, and sun. However, Manila ropes are very expensive.

Sisal ropes are made from the fibers of the agave plant. These quality ropes are almost as strong as Manila ropes, and they are less expensive too.

Henequen ropes are made from henequen plant fibers. This plant is also called Mexican sisal, so henequen ropes are often called Mexican sisal ropes. They are not as strong as true sisal ropes.

Although hemp ropes are still made and used today, they were far more popular long ago. Hemp ropes are softer and heavier than Manila, sisal, or henequen ropes. They are not as strong as any of these ropes.

I. Manila ropes
   A.
   B.
   C.
II. Sisal ropes
   A.
   B.
   C.
III. Henequen ropes
   A.
   B.
   C.
IV. Hemp ropes
   A.
   B.
   C.

Not as strong as others
Almost as strong as Maila
Expensive
Were popular long ago
Softer and heavier than others
Very strong
Not as strong as true sisal
Made from abaca
Cheaper than Manila
Made from agava
Also called Mexican sisal
Made from henequen

SAMPLE WORKSHEET

MAKING AND USING AN OUTLINE NAME_____

Read the article about radar below and fill in the outline form with subtopics from the article. Remember to use capital letters where needed.

DIFFERENT USES OF RADAR

Radar is a useful devise that can locate many kinds of objects at far greater distances than the eye can see. Radar is used in aviation, both on the ground and in airplanes. In an airport control tower, a person called a controller watches the paths of approaching planes on a radar screen. A pilot can "look through" clouds to the heart of a storm with radar and then can fly a course that avoids rough weather.

Ships use radar in fog, rain, and snow to spot other ships or icebergs in time to prevent collisions. Near shore, a ship's radar can detect large landmarks, such as cliffs or lighthouses, and show the vessel's position.

Radar has two main uses for national defense. Search radar continually searches the sky to prevent surprise air attacks. Fire control radar is used to aim a gun or missile so that it will hit the target when it is fired. It is also used to direct guided missiles to their targets from planes and ships.

Scientists depend on radar for a variety of things. Astronomers use it to measure distances in space. Zoologist use radar to study migrating birds. Oceanographers measure wave heights with radar. Space experts need radar to guide launching vehicles and to track space probes.

DIFFERENT USES OF RADAR

I. In aviation
   A.
   B.
II. On ships
   A.
   B.
   C.
III. For national defense
   A.
   B.
   C.
IV. In fields of science
   A.
   B.
   C.
   D.

AUDIO-VISUALS AND EQUIPMENT

OBJECTIVES

To help students to listen
To help pupils to be visually literate
To teach students to produce audio-visuals for their use or enjoyment
To teach proper use of audio-visual equipment

ACTIVITIES

Grades K-3

Have child listen to recorded and taped stories and check for recall and comprehension.
Display study prints on topical subject.
Provide a space for looking and listening to slide/filmstrips.
Have student read a story book for taping for younger pupil's listening pleasure.
Have student write an original story for taping.
Record an original play done by several students.

Grades 4-8

Collect local specimens for 35mm slides on a classroom subject i.e. local wildflowers, to be cataloged for future use.
Have a well-known story such as Three Billy Goats Gruff illustrated with brilliant crayon or paint on 24" X 36" sheets of paper. Make 35mm slides and with these make a taped reading to present to younger students.
Make maps of states/countries using various mediums: salt and flour, patchwork, transparencies with overlays, etc.

Grades 7-12

Plan a career day. Include a trip to chosen place, taking cameras, tapes, etc., preparing a presentation for class. Suggested areas: veterinarian, antique shop, restaurant.
Make a video tape of a classroom activity. This could be a drama or a report made to classmates.
On an in-school system produce a program of school notes and news.
Produce a community news program for community reception.

PERIODICALS

OBJECTIVES

To familiarize pupils with various periodicals
To introduce magazines for pleasure
To introduce newspapers as a resource
To introduce speciality periodicals
To help students read critically

ACTIVITIES

Grades K-3

Read holiday stories from magazines to students
Introduce games and puzzles from magazines

Grades 4-8

Discuss the table of contents of a magazine. Distribute a magazine to each student and have each student choose one item from his magazine to read silently or to others.

Distribute one newspaper to each 2 or 3 students. Ask each group to find for you: the answer to (a) and when they find it to wave their hand.

A good place to eat (Advertisement)
A news story from Europe (International)
What happened to Dagwood Bumstead today (Comics)
News from Washington (National)
Something that is opinion not fact (Editorial)
What time the sun rose today (Weather)
A good movie for me to see (Amusements)
The students' horoscope
News from our state or town (Local)
A good boat to buy (Classified Ads)

When each group finds the answer to their first question, they raise their hands, the instructor checks their answer by going to them, then orally gives them another question. This moves quickly and seems more fun than work.

Publish a classroom or a school newspaper.

SAMPLE WORKSHEET

PERIODICALS NAME_____

WORD SEARCH: Find the listed words hidden in the puzzle and circle them.

C I K N E W S W E E K O Q N E T U J L K M
Z T U P C B J U W V T S R N E E T Q P O N
N J Q P U B L I S H E R S D U V A I N M O
K K M K C H T L F E F I L S Y O B O M Q Z
O C A R T P Q N J K R J M O N P L V E E Z
N I C O P E R I O D I C A L V Z E N A N Y
W R W K R S T I N Q V D G O V G O O D K S
W R R Z E G F K C V E N A V W X F F V N S
O E T T T N T E T E P T Z S R Q C O E N P
R G V W S W X T N V W N I N T W O R R S O
L N S R Y X T S O Y T S N R Q O N W T P R
D A S Y N R X S O T Y S E N E Q T N I M T
P R E A D E R S G U I D E N R Q E X S S S
N S T P Q R S T V U N M O P R Q N E E R I
K P U B L I S H K R L M E P S N T M M T L
P U B L I S H K K C A R I W O N S F E E L
K U B N O S T U X Y O Z T N O V W X N U U
N P U B L I C A T I O N D A T A A S T V S
O P R U W S R P N N S O N X W R R T S W T
T O M X J N I G O D P S O N T T V U X N R
N O N N N O C O P E J T S N J I S N O K A
O N Q O K N K N J X O V W X O C T M N R T
M O O Z J X E X N O C D O W O L U S R X E
P Q N O S T T P N O M R N O Q E X T X S D

PERIODICAL	INDEX	TABLE OF CONTENTS
MAGAZINE	READERS GUIDE	SNOW TRACK
PRICE	NEWSWEEK	WORLD
PUBLICATION-DATA	CRICKET	SPORTS ILLUSTRATED
ARTICLE	TIME	TEEN
RANGER RICK	BOYS LIFE	
PUBLISHER	ADVERTISEMENTS	

SAMPLE WORKSHEET

PERIODICALS

Choose one of the subjects below and, using only periodicals, find enough information to write a 50 word report on that subject.

Llamas	Rice (grain)	Bass (fish)
Ghosts	Football	Bicycle

Check which resources you used:

Index Volume	Table of Contents
Abridged Readers Guide to Periodical Literature	None of the above

Use the space below to write your report.

Subject chosen _____

Periodical(s) used _____

SAMPLE WORKSHEET

LIBRARY QUIZ FOR REVIEW IN UPPER GRADES NAME_____

1. What are three kinds of cards in the card catalog?

2. If you wanted a book by Judy Blume, where in the card catalog would you look to find it?

3. What do the letters and numbers tell you in these call numbers?
   For example: F It is on the fiction shelves
   MAR The first three letters of the authors last name and is on the M shelf.

B LIN	E SEU
398.2 B	FS 28

4. Name four features of a newspaper.

5. Give two ways a magazine is like a book.

6. Give two ways a magazine is not like a book.

7. What is the Readers Guide to Periodical Literature?

8. How is an index arranged?

9. What is the difference between a "see" and "see also" reference in the encyclopedia?

10. If you have looked something up in the index of the encyclopedia and found "C-124", what does this tell you?

11. Name four reference books in the library.

12. If you wanted a map of Rhodesia what reference book would you go to?

13. If the guide words on the dictionary page were "vaquero and varnish" would the word vanilla be on that page?

14. Give the names of the three books you like best in the library.

READING ENRICHMENT ACTIVITIES

Grades K-2 Storytelling

A. Flannel board
B. Making artistic presentation, crayon, paints, etc.
C. Dramatization of a favorite story
D. Puppets of a fairy tale
E. Poetry
F. Character mobiles

Grades 3-4

A. Book talks
B. Media presentation - i.e. slide - tape
C. Dramatics for younger students
D. Dioramas
E. Book jackets
F. Tall tales exhibit

Grades 5-6

A. Awareness of award books
   1. Newbury
   2. Dorothy Canfield Fisher
   3. Caldecott
B. Video-taping a dramatic presentation
C. Charades
D. Story book dolls
E. Bulletin boards
F. Write a play on a biography read
G. Posters of mythological figures
H. Media presentation of a legendary hero

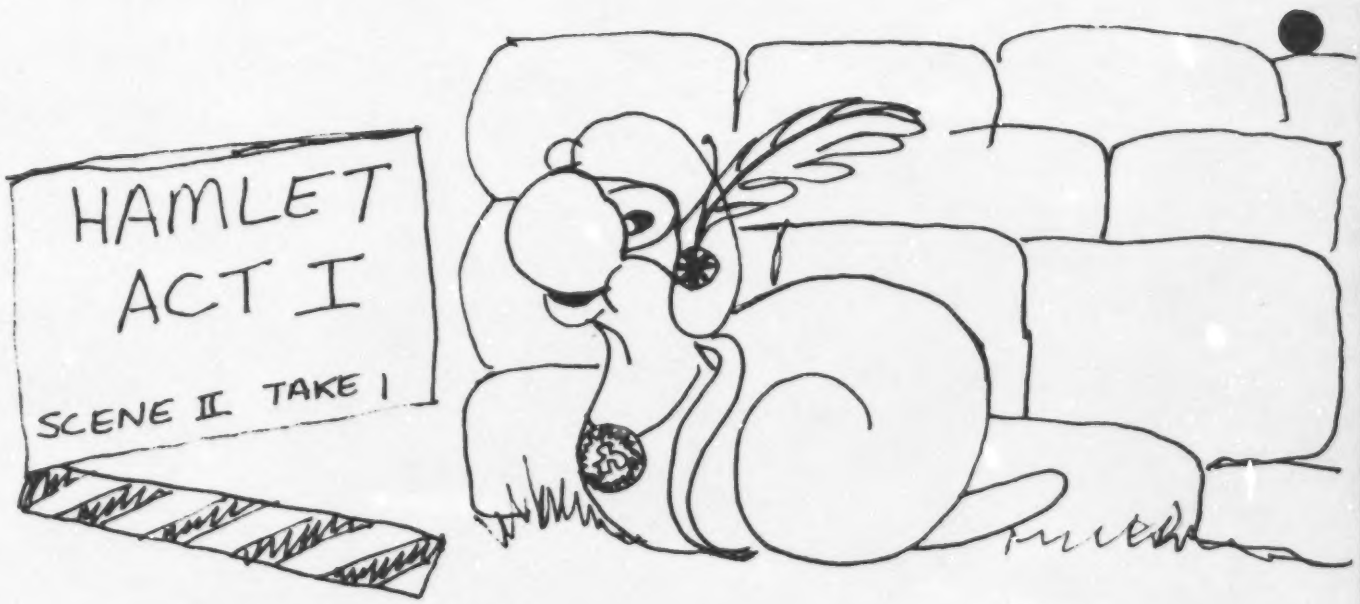
Grades 7-8

A. Tape easy stories for younger readers
B. Dramatic presentation of a folk story
C. Dramatic presentation of a Shakespeare play (or similar source)
D. Evaluate new books for possible purchase
E. Letter or other contact with a favorite author
F. Biographical account of a favorite author
G. Bibliographies on favorite topics
H. Choral readings
I. Bulletin boards of favorite books, characters, historical periods, etc.
J. Book club

(continuation)

Grades 9-12

A. Radio presentation
B. Original writing following pattern of a favorite author
C. Costuming for period play
D. Original poetry
E. Media presentation of narrative poetry - i.e. Evangeline



BOOK ANNOTATIONS

OBJECTIVES

To introduce annotating
To help students organize information
To teach a skill to aid in making reports

ACTIVITIES

GRADE 4

The librarian places annotated cards on a bulletin board to encourage reading. Suggest students make their own cards about books they have enjoyed.

GRADES 5 and 6

Use annotations as a method of book reports.
Use annotations when gathering information for a report.
Use annotations as bibliographies for reports.

GRADES 4 to 8

Have students make annotations of any books read from the Dorothy Canfield Fisher list to refresh their memories before they vote for their favorite.

GRADES 9 through 12

Review proper form for annotations whenever students are asked to read from a reading list in any unit of work.

PUBLIC RELATIONS IDEAS

An old quote states "You're only as good as you think you are". In the media center it is important to let everyone know how "good you think you are". The areas to reach with good public relations are superintendents, school boards, principals, teachers, students and the community-in short, everyone who comes in contact with the school. That is a large order - but it can be done with a commitment of time and effort.

Keep the administration informed of activities within the center. This might be done through newsletters, photos, and clippings. Be visible!

The faculty may be the greatest ally for the media center. Cooperate with fellow teachers. Have lunch with them. Inform them of new acquisitions. Ask them for suggestions for additions in the future. Involve them in the selection process. Help the teachers get material together for units of work. Give them the benefit of your expertise in the production area.

Involve students in the media center activities. Those young people are the reason for having the center in the first place. Make the center a place to do things, not a place to retire to for isolation. It should be another extension of the classroom. Be sure they are aware of all the facilities and are able to use those materials with competency.

RESOURCES FOR IDEAS:

Behn, Mary W., ed. Practical Public Relations: Effective P.R. Techniques for School Library/Media Specialists. Columbus, OH. Educational Library/Media Association. ED 191 483 41p.

Keis, Cossette. Projecting a Positive Image Through Public Relations. American Library Association.

Sample of good public relations work.

CHILDREN'S BOOK WEEK

BOOKS ALIVE!! - Children's Book Week, November 17-21, 1980, was just that at Thetford Elementary School. It was a time for children to share their favorite books in the form of reports, bulletin boards, murals and booktalks.

Special speakers of the week were: Gail Gibbons, author and illustrator; Chuck Wieglus, author; Flo Morse, author; and Susan Voake, member of the Dorothy Canfield Fisher Children's Book Award Committee. The authors all stressed the importance of research when writing a book. They all had spent several years in doing their books. Susan explained that she reads between 400-500 books to make her recommendation for the 1981-1982, Dorothy Canfield Fisher list.

Hard covered books were made, written and illustrated by 6th grade students and presented and read to a special 1st grader.

Other special events were:

Menu of the week:
"The Butcher, Candlestick Maker" special, "Stone Soup", "Four and Twenty Blackbirds in a Pie", "Simple Simon Met a Pieman Surprise", and "Tom Tom the Pipers Son" special.

The kindergarten brought their favorite book from home and shared with the class.

Bulletin boards featured Newbery, Caldecott, Dorothy Canfield Fisher, along with many favorite books of the children.

On Thursday many of the children dressed as book characters and the faculty appeared as: Raggedy Ann, Little Red Riding Hood, Pippi Longstocking, Little Bo Peep, Queen of Hearts, Harriet the Spy, Old Mother Hubbard and Old Woman in the Shoe. Everyone was on the lookout for the Wicked Witch who had her basket of green apples with one special red one. At the end of the week Uncle Sam, portrayed by the principal, drew names for four lucky winners. (Each time a book had been checked out during the week a name paper went into the ballot box.)

Book Week encourages, more than at any other time of the year, sharing of good books. It was a successful week and one we'll all remember.

SAMPLE OF GOOD PUBLIC RELATIONS

HAZEN UNION SCHOOL

Library Newsletter

Vol. XI, No. 32

April 27, 1981

Yearend Library Schedule...

May 23 - film order for 1981-82 due in library
May 29 - last due date for books
June 3 - magazine room closes for inventory

This is the same time frame we have used for several years. If you can foresee any serious problems, please see me immediately.

Film Orders...

We will be sending film orders for next year the last week in May, so please start your planning now. A film request sheet should be filled out for each distributor. The sheets are available in the library. In planning the spending of your budget allocation, remember to include postage of $1.25 for each film ordered.

TV Note...

On Wednesday, April 29th, CBS will present at 8pm "Leave 'Em Laughing", a movie based on the true story of Jack Thum, a clown. Teacher's guide is available in the library.

ETV...

May 1 - 6:30pm, ANTIQUES, a program on folk art
5 - 10pm, THE SEARCH FOR ALEXANDER THE GREAT, the first of 4 parts
7 - 10pm, INSIDE STORY, premiere of a series that examines how the press handles developments in the news.

Articles Too Good to Miss...

The theme of SOCIAL EDUCATION for April is "Teaching About Russia and the Soviet Union," including experts from their texts about us and vice-versa. There is also a photograph of the Zimmermann telegram (World War I)

The April 1st issue of BOOKLIST has a bibliography of vo-tech materials on automotive skills, bookkeeping, data processing, child care, construction, drafting, electronic technology, and secretarial science.

A must for all teachers are the devastating comments in the May HARPER's on American education in Xenophobia.

AMERICAS, April, includes "Gosahol: Brazil's Liquid Solar Energy".

See "Alchol Plus Teenagers: the Most Dangerous Drug" in EDUCATION U.S.A., March 30, 1981.

JOURNAL OF READING, April includes "An Analytical-Tutorial Method for Developing Adolescents' Sight Vocabulary."

Junior high and resource room teachers should read "Read...Write... Rap" in Signal, April.

Have you seen the April 20th issue of NEWSWEEK, "Why Public Schools Are Flunking?"

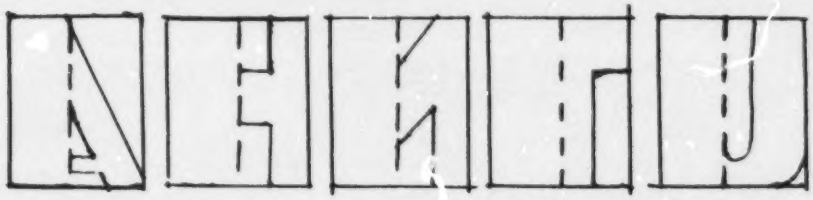
HINTS FOR QUICK LETTERING

Uniformity and readability are two essential needs in lettering bulletin boards, posters and signs. A few simple steps help you to acquire these.

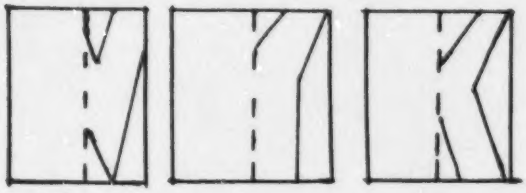
1. Decide on your message
2. Count the letters
3. Cut a piece of paper into rectangles the size of letter you want to use - 1½" X 1", 2" X 1½", etc. Cut as many rectangles as you need letters - plus a few for "errors".

Now you are ready to start folding and cutting. Think of each letter you need. Most letters are mirror images left to right or top to bottom. This helps you make the decision how to fold your rectangles.

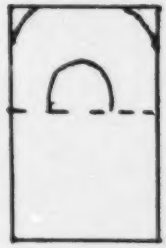
Fold vertically for A, H, I, M, T, U, V, W, X and Y
Fold horizontally for B, C, D, E, F, G, O, P, Q, R and S



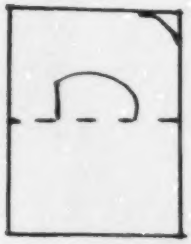
A,V H M T U



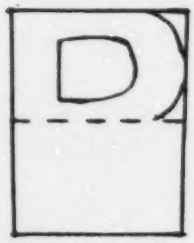
W Y X



C,G,O,Q Make allowances for G; paste a "tail" on Q

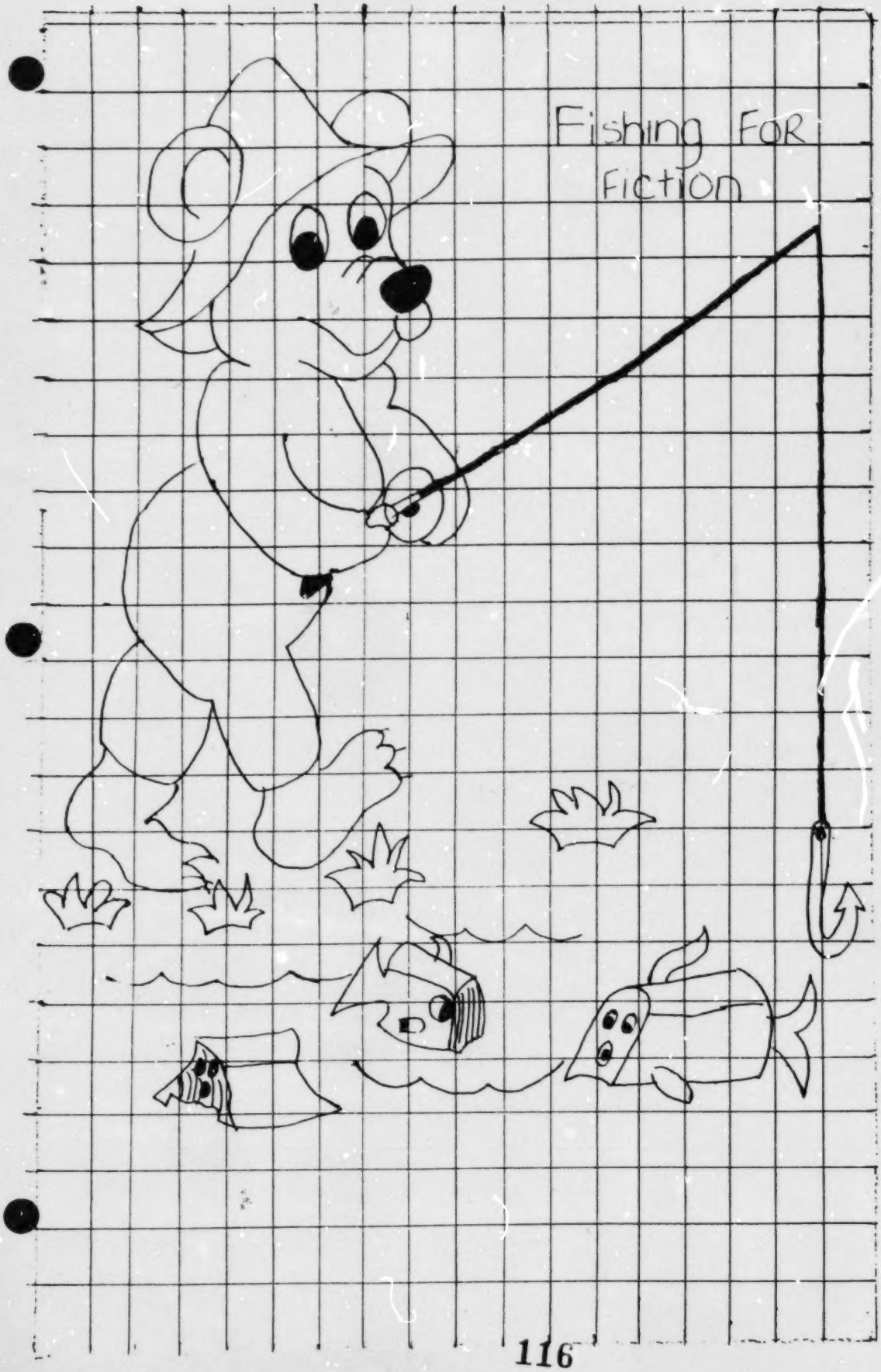


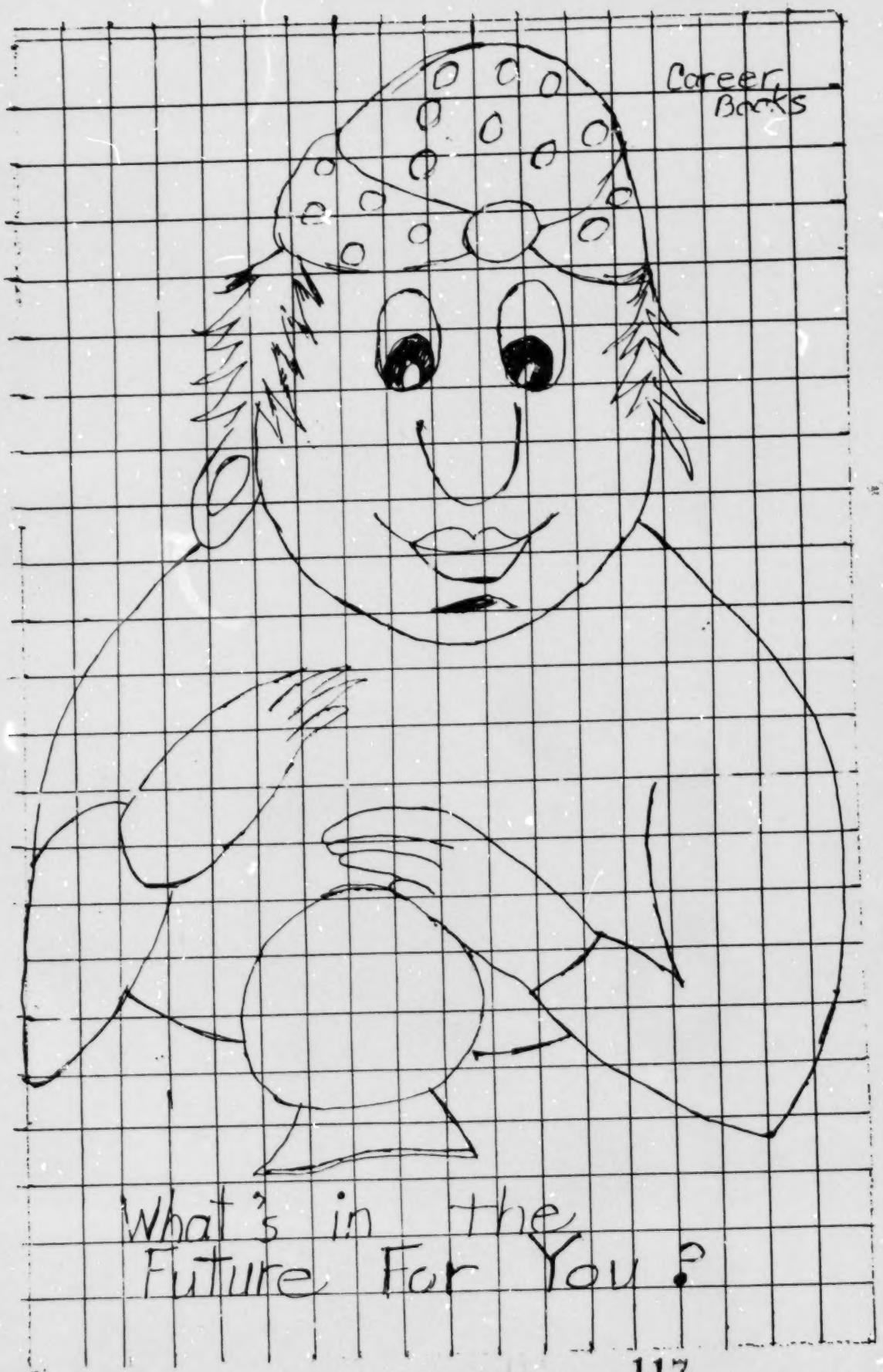
D



B,P,R For R, unfold before cutting; cut "legs" on bottom half.

E, F

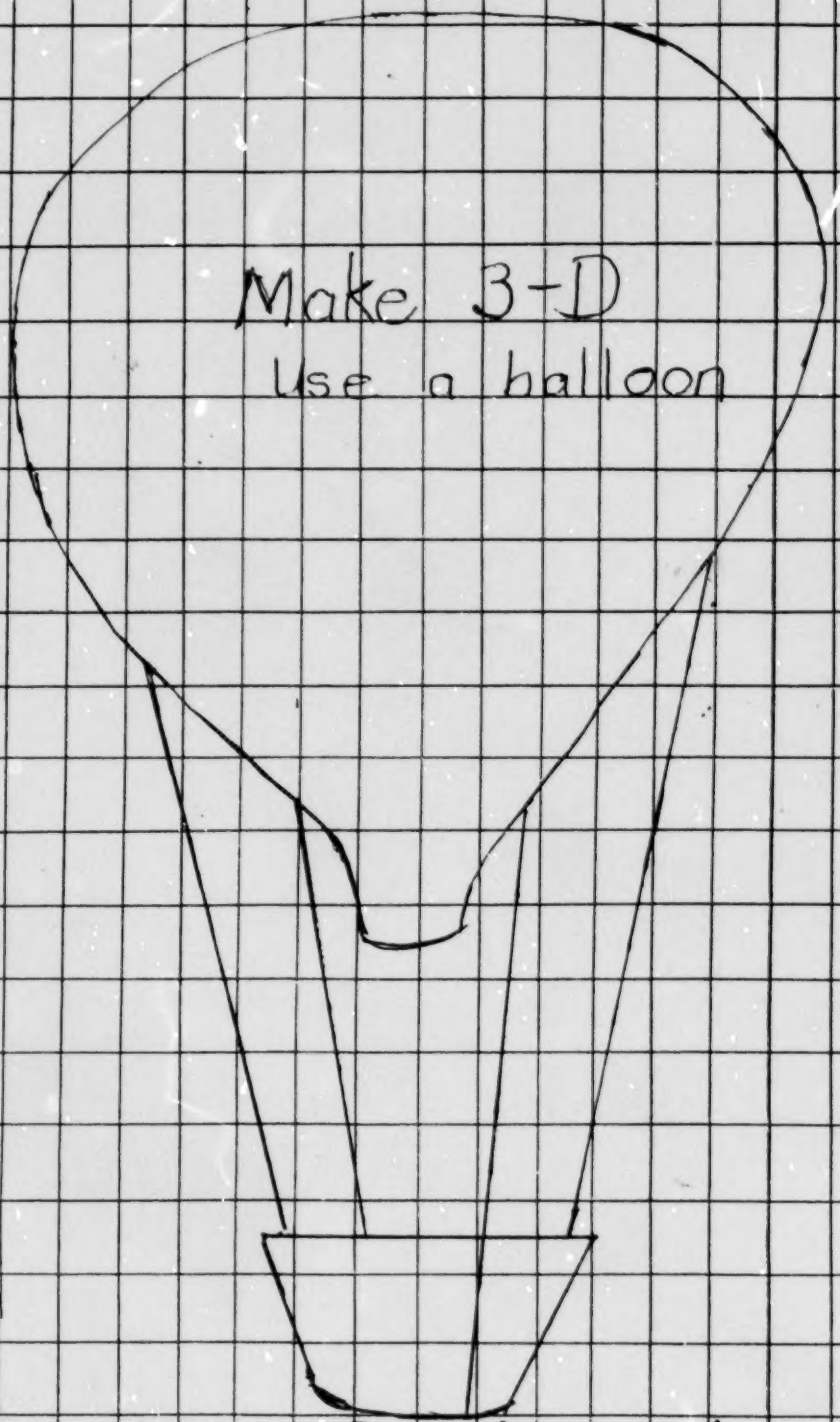

Fishing For
Fiction


Career Books
What's in the Future For You?

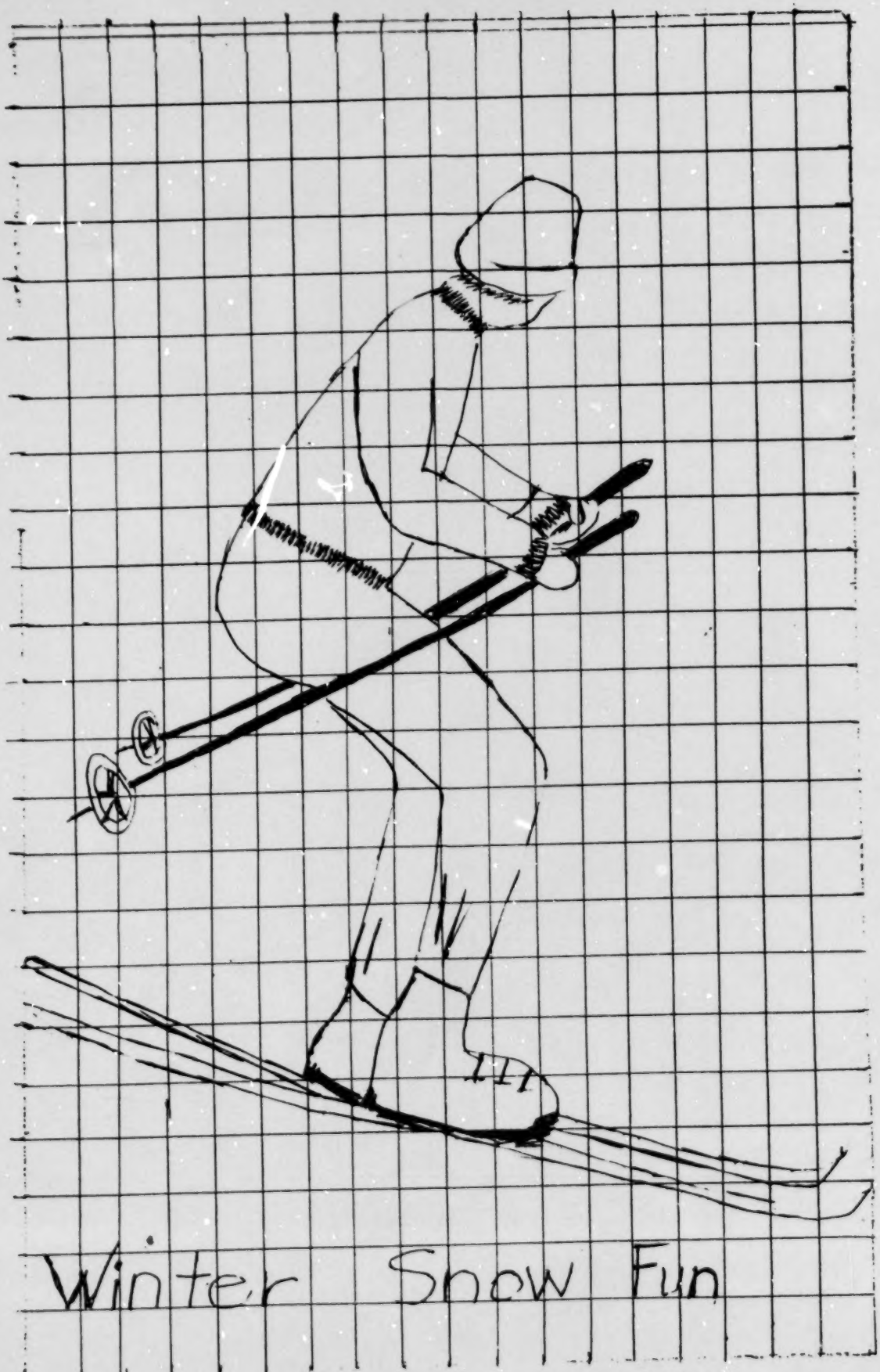
Travel

Make 3-D

Use a balloon



How To Go Around The World in 80 Days


Winter Snow Fun

EVALUATION

To assure growth and improvement and to ascertain quality service, the media program must be evaluated regularly. This evaluation should be considered an important part of planning for the future. The three basic reasons for evaluating a media center are:

1. to note and record its accomplishments
2. to ascertain any needs
3. to make plans for its future

Who should be involved in the evaluating process? To develop a clear picture of the media center, evaluations should be done by the personnel who operate the center, the school principal and the school board responsible for school operation, and the faculty and the pupils who use the center.

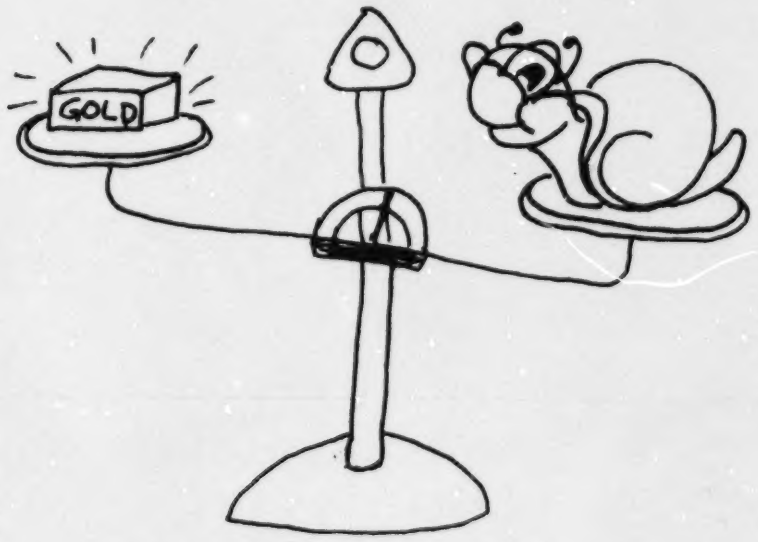
Any evaluation techniques should include a look at certain areas. These would include:

1. the essentials of a media center
2. the administration of the center
3. the contribution made to the total school program
4. the use of the center by pupils and teachers

The final evaluation report should be in a form easy to grasp, with specific rather than general statements. A graphic or statistical summary would be most useful.

Once the final report is prepared, it is useless unless it is converted into a plan of action for improvement. Such an evaluation-planning-implementing cycle assures an active developing media program.

On the following pages is a sample of an easy-to-use evaluation tool.



SAMPLE EVALUATION TOOLS

FOR ADMINISTRATORS

Please evaluate your media center program in the following manner. Circle one number only. Number 1 means a high rating. Number 3 means a low rating.

1	2	3	The center has adequate physical facilities to meet needs of the school.
1	2	3	The budget is presented promptly.
1	2	3	The budget request is realistic and easily justified. It truly reflects the requirements of the school.
1	2	3	The budget is broken down into categories for easy examination.
1	2	3	The media center staff is cooperative with administration.
1	2	3	The staff orders and channels all media and equipment through the center.
1	2	3	The media center is easily accessible to all students and faculty.

SAMPLE EVALUATION TOOLS

FOR TEACHERS

Please evaluate your media center program in the following manner: Circle one number only. Number 1 means a high rating. Number 3 means a low rating.

1	2	3	The physical facilities of the media center meet my needs.
1	2	3	The print collection of the media center is adequate.
1	2	3	The non-print collection is adequate for my teaching.
1	2	3	The equipment is adequate in quantity.
1	2	3	The audio-visual equipment is in good repair.
1	2	3	The center is well organized with material easily located.
1	2	3	The media center is easily accessible for my needs as a class and as an individual.
1	2	3	The personnel of the center is cooperative and helpful in study area situations.
1	2	3	I am able to teach library and audio-visual skills effectively utilizing materials and staff of the library media center.
1	2	3	The media center staff keeps me informed of new acquistions or interesting items to help me.
1	2	3	The staff helps me by assembling materials for class projects.

SAMPLE EVALUATION TOOLS

FOR MEDIA STAFF

Please evaluate your media center program in the following manner. Circle one number only. Number 1 means a high rating. Number 3 means a low rating.

1	2	3	The physical facilities of the media center enable me to carry on a good media program.
1	2	3	The media center is well-maintained and pleasantly arranged for the utilization by its patrons.
1	2	3	I cooperate with the administration.
1	2	3	The budget is presented to the administration promptly and in the form requested.
1	2	3	The center assists the total school program through the production of media materials.
1	2	3	I encourage the use of all types of media when it contributes to the improvement of instruction.
1	2	3	The materials in the center are acquired following the policy approved by the school board.
1	2	3	The materials are cataloged and stored in an acceptable manner.
1	2	3	The library skills are taught or reinforced in cooperation with the faculty of the school.
1	2	3	I communicate with the faculty well, know what their needs are and they know what is available.
1	2	3	I inform the faculty as well as students of new acquistions.
1	2	3	I give a written report of media center activities to the administration/board every month.

APPENDIX A - COLLECTION

SUGGESTION A

Print

Books - at least 6,000 - 10,000 titles or 20 volumes per student whichever is greater.

Magazines - K-6 - 20 titles minimum
7-12 - 50 titles minimum
In conjunction with local libraries access to more titles should be encouraged.

Professional collection - 1-3 titles for each subject area plus some general ones for a minimum of 30.

Newspapers - 1 local paper, 1 statewide, and 1 national as a minimum.

Micro-fiche - ERIC and VERB documents in the area of professional development.

Audio-visual

Filmstrips - 2-3 per student with a basic collection of 500 individual titles.

Maps - according to need.

Filmloops - as dictated by curriculum.

Tapes and recordings - 200 basic collection

Video tapes - 4 per teaching station

Graphics

Art prints
Study prints
Slides and slide strips
Transparencies - subject matter oriented
Globes - at least 2 in center with others for loan
16mm films - rental as needed

SUGGESTION B*

Print

Books - at least 6,000 - 10,000 titles or 20 volumes per student whichever is greater - 200 - 1,000 titles for professional collection.

Magazines - 40 - 50 titles for Grades K-6
50 - 70 titles K-8
100 - 125 titles for junior high schools
125 - 175 titles for senior high schools
40 - 50 titles for professional collection

Newspapers - 3-6 titles for K-6
6-10 titles for junior and senior high schools

Filmstrips - 500-1,000 titles or 3 titles per student

8mm films - 1½ films per student

16mm films - access to 3,000 titles

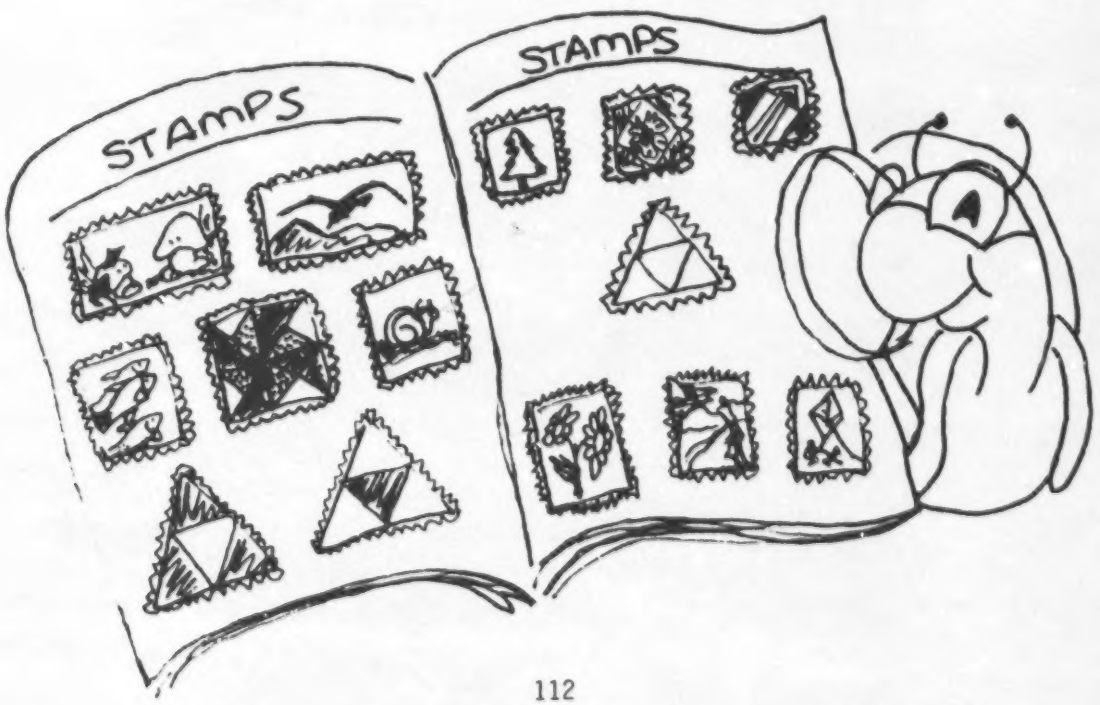
Tape and Disc recordings - 1,000-2,000 titles or 6 per student

Slides - 2,000

Art prints - 1,000

Transparencies - 2,000 plus subject matter masters

*B taken from Steps to Services by Mildred Nickel



APPENDIX B - EQUIPMENT

The following is a list of equipment and suggested quantities for typical schools:

16mm projector	1 per school/250 pupils
slide projector	1 per school/150 pupils
individual filmstrip projector	1 per teacher station, 1 in media center
classroom size filmstrip projector	1 per 4 teacher stations, 1 in media center
overhead projector	1 per 2 teacher stations, 1 in media center
compact opaque projector	2 per school
TV monitor/receiver	1 per school under 100 pupils
record player	1 per teacher Grades K-6; 1 per 5 teacher stations Grades 7-12
cassette tape recorder	1 per teacher station, 1 in media center
radio	1 per school
listening station 6-10 earphones	4 in media center
micro computer	1 per school under 250 pupils
calculators	over 251 pupils in multiples
video tape recorders/players	1 per school/150 pupils or 1 per 20 teacher stations
spirit duplicator	
TV distribution center	In new construction and when instructional programming is in existing schools.
projection screen	1 per teacher station and in media center

A list of other equipment which is dictated by need or curriculum would include:

projector cart	35mm still camera
dry mount press	film and tape splicers
paper cutters	microfiche reader
thermo or diazo transparency production equipment	sound filmstrip unit
super 8mm camera	portable PA system
darkroom equipment	copier
typewriters-primary and regular	TV camera
copy camera and stand	tripod

SUGGESTED READING FOR MEDIA PERSONNEL

ELEMENTARY SCHOOL

Case, Project N. and Lowry, Anna M.
Evaluation of Alternative Curricula. Approaches to School Library Media Education. 1975. ALA

Freeman, Patricia.
Pathfinder: an Operational Guide for the School Librarian. 1975. Harper & Rowe - Gillespie, John T.

Model School District Media Program. 1977. ALA

Hart, Thomas L., ed.
Instruction in School Media Center Use. 1978. ALA

Martin, Betty and Sargent, Linda
The Teacher's Handbook on the School Library Media Center. 1980. Shoe String.

HIGH SCHOOL

Hart, Thomas L., ed.
Instruction in School Media Center Use. 1978. ALA

Peterson, Violet E.
Library Instruction Guide: Suggested Courses for Use by Librarians & Teachers in Junior & Senior High Schools. Fourth, ed. 1974. Shoe String.

Shapiro, Lillian L.
Serving Youth: Communication & Commitment in the High School Library. 1975. Bowker.

GENERAL

Babin, Lawrence J.
Library Media Center in the Public School. 1979. Pyquag.

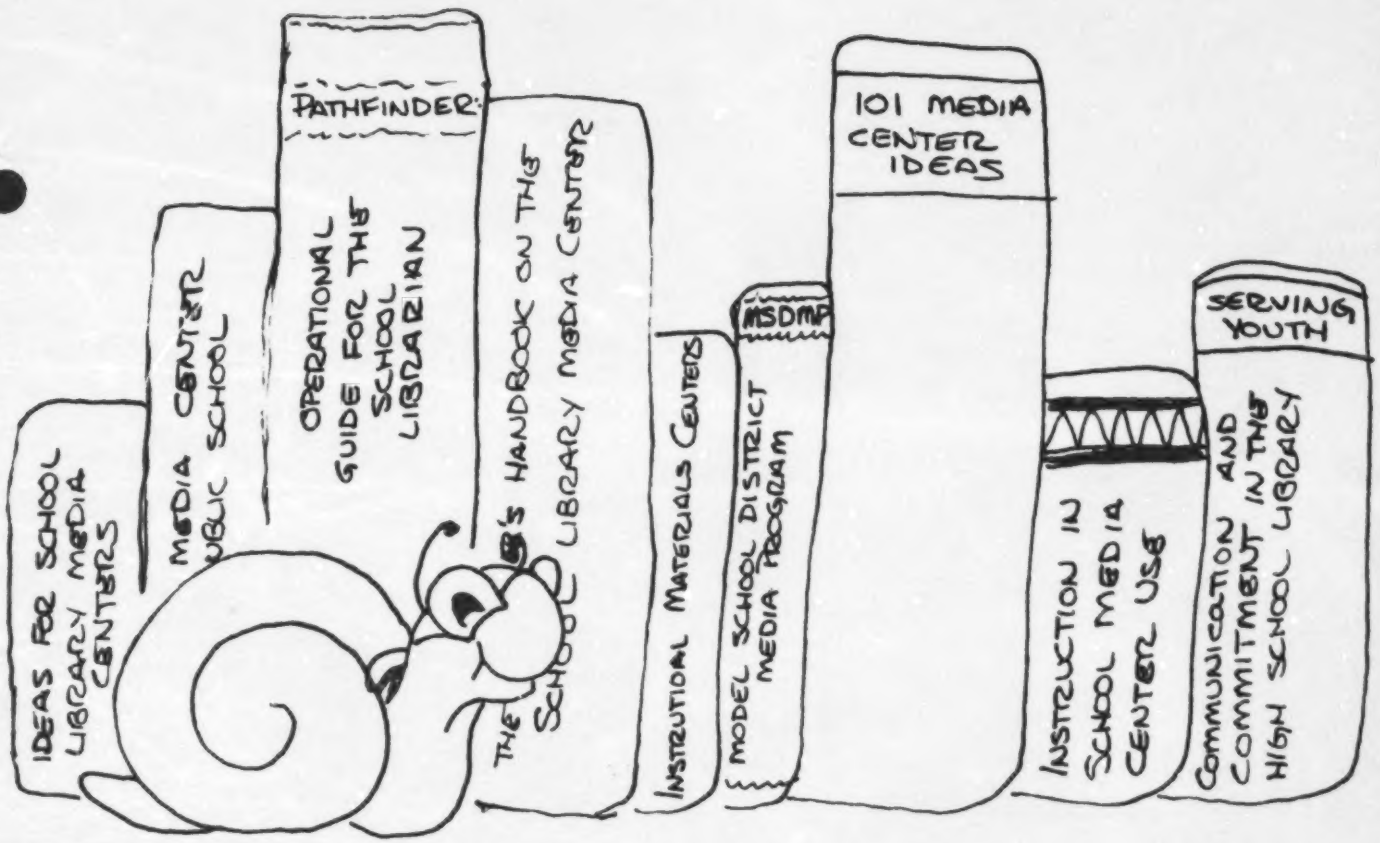
Beatty, LaMond, F.
Instructional Materials Centers. (The Instructional Media Library: vol. 5), 1981. Educational Tech, Pubns.

Delaney, Jack J.
The Media Program in the Elementary and Middle School: Its Organization & Administration. 1976. Shoe String.

Greff, Kasper N. & Askov, Eunice N.
Learning Centers: an Ideabook for Reading & Language Arts. 1977. Kendal Hunt.

Liverman, Eleanor.
One Hundred One Media Center Ideas. 1980. Scarecrow.

Woolls, E. Blanche.
Ideas for School Library Media Centers. 1978. Hi Willow.


IDEAS FOR SCHOOL LIBRARY MEDIA CENTERS
MEDIA CENTER PUBLIC SCHOOL
PATHFINDER
OPERATIONAL GUIDE FOR THE SCHOOL LIBRARIAN
THE SCHOOL LIBRARY MEDIA CENTER'S HANDBOOK ON THE
INSTRUTIONAL MATERIALS CENTERS
MSDMP
MODEL SCHOOL DISTRICT MEDIA PROGRAM
101 MEDIA CENTER IDEAS
INSTRUCTION IN SCHOOL MEDIA CENTER USE
SERVING YOUTH
COMMUNICATION AND COMMITMENT IN THE HIGH SCHOOL LIBRARY

SKILLS RESOURCE BOOKS

Bell, Irene and Wieckert, Jeanne
Basic Media Skills Through Games. Libraries Unlimited, Inc., Colorado, 1979 (E)

Davies, Ruth Ann
The School Library Media Program; Instructional Force for Excellence. New York, Bowker, 1979. Complete with statements on philosophy, policy statements and examples of skills and units for elementary and secondary schools. Bibliography 580p.

Finding Books With the Dewey System. Language Arts C-4206, Learning Systems.

Hart, Thomas, ed.
Instruction in School Media Center Use. Chicago: American Library Association, 1978. (S)

Jay, Ellen M.
Involvement Bulletin Boards and Other Motivational Reading Activities. Gaylord Brothers, Inc., Syracuse, N.Y., 1976. (E)

Katz, William
Your Library. Holt, Rinehart and Winston, N.Y., 1979 (S)

Muldoon, J.P., ed.
Library-media: a Guide to the Center. (S)

Nordling, JoAnne
Dear Faculty: a Discovery Method Guidebook to the High School Library. Westwood, MA; T.W. Taxon Company, Inc., 1976. Presents guidelines for integrating media center resources into classroom units, speaking directly to the teacher. 163p.

Polette, Nancy
Developing Methods of Enquiry: a Source Book for Elementary Media. Scarecrow, 1973.

Reading Guidance in a Media Age. Scarecrow, 1975.

Rogers, JoAnn V., ed.
Libraries and Young Adults: Media Services and Librarianship. Littleton, Colorado. Libraries Unlimited, Inc., 1979. In-depth look at young adults, their likes and interests and some ways to deal with problems. 238p.

Sprit, Diana L.
Library/Media Manual. Winston, New York, 1979.

Walker, H. Thomas and Montgomery, Paula
Teaching Media Skills, and Instructional Program for Elementary and Middle School Students. Littleton, Colorado. Libraries Unlimited, 1977. Contains sections on media skills instruction as well as sample media skills activities. 161p. bibliography.

Weisburh, Hilda K. and Toor, Ruth
Elementary School Librarian's Almanac: a Complete Media Program for Every Month of the School Year. Prentice-Hall, New Jersey, 1979.

Welken, Marion L.
A Guidebook for Teaching Library Skills Using the School Library Books One, Two, Three and Four. Minneapolis, T.S. Denison and Company, Inc., 1967. Included even with publishing date because it contains readily usable material for the uninitiated person.

Winter, Edith M.
The Spice Series Library Studies. Volume I third through sixth grade. Volume II seventh through ninth grade. Educational Service, Inc.; P.O. Box 219; Stevensville, Michigan. (Duplicating masters.)

Vanderguft, Kay E.
The Teaching Role of the School Media Specialist. ALA, Chicago, 1979.

SOURCES OF FREE OR INEXPENSIVE MATERIALS

Educators Guide to Free Films

Educators Progress Service, Inc.
Randolph, Wisconsin 35936
Subject headings annotated

Educators Guide to Free Filmstrips

Same address as above

Free & Inexpensive Learning Materials

George Peabody College for Teachers
21st Avenue South
Nashville, Tennessee 37203
248 pages subject headings annotated - new editions every two years

Educators Index to Free Materials

Educators Progress Service, Inc.
Randolph, Wisconsin 53956 1980 edition

Super Treasury of Valuable Things You Can Get Free or For Next to Nothing

by Harriet Saalheimer
Prentice-Hall, Inc.
Englewood Cliff, New Jersey 07632
Not specifically media center oriented but may be worth a look at $8.95.

DIRECTORY OF PUBLISHERS, PRODUCERS, SUPPLIERS

AVES AUDIO-VISUAL
6116 Skyline Drive; P.O. Box 22768
Huston, Texas 77027

BFA EDUCATIONAL MEDIA
2211 Michigan Avenue
Santa Monica, California 90406

BAKER & TAYLOR COMPANY
Eastern Division
50 Kirby Avenue
Somerville, New Jersey 08876

BELL & HOWELL
Audio-Visual Products Division
25 Standard Circle
Wellesley, MA 02181

BENEFIC PRESS
10300 West Roosevelt Road
Westchester, IL 60513

THE BOOKTREE PAPERBACK DISTRIBUTOR
25 Eagle Street
Providence, Rhode Island 02908

BOWMAR/NOBLE PUBLISHERS, INC.
4563 Colorado Blvd.
Los Angeles, California 90039

BRODART, INC.
1609 Memorial Avenue
Williamsport, Pennsylvania 17701

CHILDREN'S PRESS
1224 West Van Buren Street
Chicago, IL 60607

DELL PUBLISHING COMPANY, INC.
Education Department
1 Dag Hammarskjold Plaza
New York, New York 10017

WALT DISNEY
500 South Buena Vista Street
Burbank, California 91521

EMC/CHANGING TIMES EDUCATIONAL CORP.
180 East Sixth Street
St. Paul, MN 55101

FOLLETT PUBLISHING COMPANY
1010 West Washington Blvd.
Chicago, IL 60607

GAYLORD BROTHERS, INC.
P.O. Box 4901
Syracuse, New York 13221

GLOBE BOOK COMPANY, INC.
50 West 23rd Street
New York, New York 10010

GROLIER EDUCATIONAL CORPORATION
Sherman Turnpike
Danbury, CT 06816

GROSSET & DUNLAP, INC.
Education Division
51 Madison Avenue
New York, New York 10010

HIGHSMITH COMPANY, INC.
Box 25
Fort Atkin, WI 53538

AIDS TO MEDIA SELECTION FOR
STUDENT AND TEACHERS
Office of Libraries and Learning
Resources
Department of Health Education
Office of Education
Washington, DC 20202

HARPER & ROW/J.B. LIPPINCOTT
2424 Bridge Avenue
Point Pleasant, New Jersey 08742

HOUGHTON MIFFLIN COMPANY
Pennington-Hopewell Road
Hopewell, New Jersey 08525

IDEAL SCHOOL SUPPLY
Box 283
Hartford, CT 01601

LEARNCO INC.
128 High Street
Greenland, New Hampshire 03840

EYE GATE MEDIA
146-01 Archer Avenue
Jamaica, New York 11435

MACMILLAN PUBLISHING COMPANY, INC.
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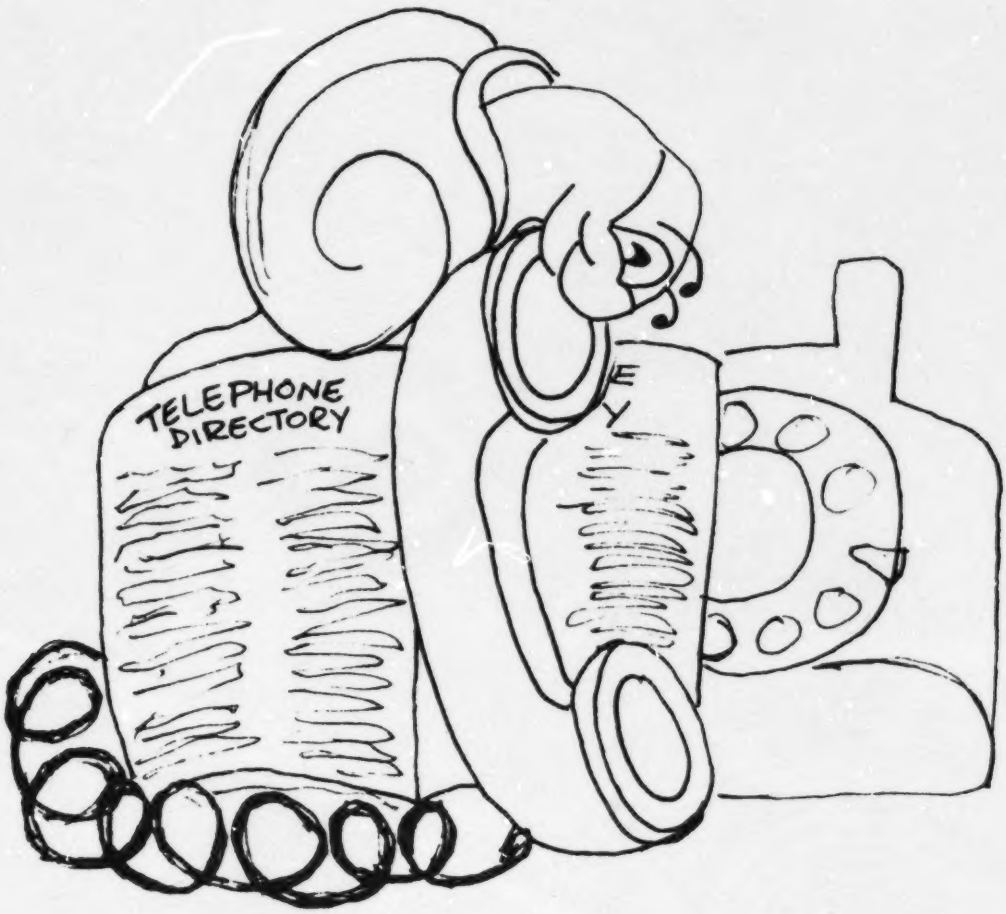

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